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GUIDANCE FOR PLANNING AND CONDUCT OF FIELD
EXERCISES AT THE MANEUVER COMPANY LEVEL

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program of instruction for training controller/evaluators is included. The program of instruction is based on the conduct of other planning and preparation procedures described in the document.

**GUIDANCE FOR PLANNING AND
CONDUCT OF FIELD EXERCISES AT THE
MANEUVER COMPANY LEVEL**

**IMPROVED ARMY TRAINING AND EVALUATION
PROGRAM (ARTEP) METHODS FOR UNIT EVALUATION**

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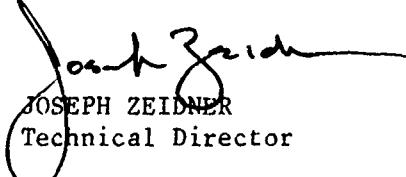
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FOREWORD

Learning tactical skills on the battlefield is costly; learning tactical skills short of a real combat environment is difficult. Yet this is precisely the Army's training mission--the training of troops in tactical skills and the constant improvement of the effectiveness and efficiency of that training. The tool the Army has chosen to implement its training mission is the Army Training and Evaluation Program (ARTEP). In 1976 the Army Research Institute for the Behavioral and Social Sciences (ARI) with TRADOC initiated research on improving methods of evaluation within the ARTEP. The goals of the research were to document and analyze existing ARTEP methods of evaluation and to recommend any appropriate changes. The amount and types of training received by the personnel evaluating ARTEP exercises were found to be deficient. To meet those deficiencies this Research Product presents guidelines and a training program evaluator/controllers (E/Cs). This training program has been designed to increase the effectiveness of the E/C personnel involved with Company-level ARTEP exercises.

This research was part of a larger research program which is responsive to the requirements of RDT&E Project 2Q263743A794 and the Army Training Board (Collective Training) of the US Army Training Support Center, Fort Eustis, Virginia.


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PREFACE

This document provides guidance for the preparation and conduct of conventional Field Training Exercises (FTXs) at the maneuver company level. It is intended for use, in conjunction with the appropriate ARTEP, by G/S-3 and/or other personnel who may have responsibility for the planning and conduct of conventional FTXs.

Maneuver companies may participate in FTXs under many different situations. In order to be specific, the procedures outlined in the document are based on the premise that the maneuver company is undergoing unit training as an organic unit in an externally evaluated battalion level FTX. The procedures are just as relevant and can be readily adapted for other situations under which the maneuver company may be undergoing unit training.

Each ARTEP provides guidance for organizing and conducting conventional FTXs. The ten step process recommended in the ARTEP provides a logical sequence of what must be done to effectively organize and conduct a conventional FTX. This document provides additional guidance for accomplishing each of the ten steps in the recommended process with emphasis on the training of the controller/evaluators who will evaluate the tactical elements in the maneuver companies.

The document is organized into five chapters and twelve supporting appendices. Chapters 1 and 2 outline general procedures and responsibilities of individuals designated to plan, prepare for, and conduct battalion level external ARTEP FTXs. Chapter 3 focuses on the role and responsibilities of the designated senior controller/evaluator in accomplishing his preparation of control and evaluation materials for an exercise. Chapter 4 concentrates on senior controller/evaluator duties in preparing for and conducting training of designated company and platoon level controller/evaluators. Chapter 5 presents an overview of responsibilities and activities during conduct of the FTX.

Chapters are supported by appendices, and give more detailed explanations and examples of planning steps and preparation of materials and personnel necessary for effective control and evaluation. Appendices A-K illustrate preparations of specific planning documents: initial and final evaluation plan sketches, FTX scenario documents, control and evaluation plans, rules of engagement, duty assignments, and controller/evaluator operating procedures. Appendix L contains a complete, six lesson program of instruction for use by the senior C/E in training of controller/evaluators for an exercise. Lesson plans incorporate and utilize the materials produced by the process described in the rest of the document.

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**GUIDANCE FOR PLANNING AND
CONDUCT OF FIELD EXERCISES AT THE
MANEUVER COMPANY LEVEL**

CHAPTER 1

ORGANIZING THE PLANNING/WRITING TEAM

1.1. The Sponsoring Echelon of Command

Externally evaluated ARTEP Field Training Exercises (FTXs) are always sponsored by an echelon of command higher than the echelon undergoing the collective training. A maneuver company undergoing collective training might be participating in an externally evaluated ARTEP FTX sponsored by the battalion, brigade, or division; a battalion in a brigade or division sponsored FTX, and a brigade in a division sponsored FTX. The sponsoring echelon of command is normally responsible for determining the number and types of units to be evaluated and for making available required resources; i.e., time, ammunition, field training area, planners/writers, controllers/evaluators, etc.

1.2. Designating the Officer in Charge (OIC) and Key Personnel

Organization of the planning/writing team for an externally evaluated ARTEP FTX starts with the commander of the sponsoring echelon designating the OIC, senior controller/evaluator, and chief writer. In active Army units, the OIC and the senior controller/evaluator (C/E) may be the same person; however, both an OIC and a senior C/E are normally designated for large scope FTXs. The senior C/E, and OIC when designated separately, should be from an echelon higher than the evaluated echelon and have command experience for the type unit undergoing collective training and evaluation. The chief writer is normally the G/S-3 of the sponsoring echelon. The normal responsibilities of these individuals are:

OIC	<ul style="list-style-type: none">- Supervision and control of the entire ARTEP evaluation process.
Senior C/E	<ul style="list-style-type: none">- Development of FTX scenario.- Development of control/evaluation plans.- Preparation for and conduct of the C/E school.- Execution of control/evaluation plans during the FTX.- Provision of diagnostic feedback to the evaluated elements.
Chief Writer	<ul style="list-style-type: none">- Development of FTX scenario, in coordination with the senior C/E.- Publication of the FTX scenario as an operations plan or letter of instruction (LOI).

1.3. Conducting the Initial Planning Organization Conference

Good planning is essential for effective collective training and evaluation. It must occur well in advance of the actual FTX. The initial effort is concerned with organizing for the planning task.

(a) The OIC (or the senior C/E if a separate OIC is not designated) should meet, as soon as possible after being designated, with the commander of the sponsoring echelon. The purpose of this meeting is for the OIC to gain a clear understanding of the commander's guidance and concept of operation for the FTX. As a minimum the OIC must determine the tentative date(s) of the FTX and which units are to be evaluated under what conditions; i.e., with or without supporting arms, engineer, artillery, etc., support.

(b) The next step in the planning process is for the OIC to conduct the initial planning organization conference. Participants in this conference should include, in addition to the OIC, the senior C/E, the chief writer, and the commander of the highest echelon that is to be evaluated. During this conference these key personnel should:

- Review the guidance and concept of operation as provided by the commander of the sponsoring echelon.
- Review the appropriate ARTEP and determine which missions will be evaluated.
- Determine the number of planners/writers required and select candidate members by name and unit. (May vary from 3 to 10 depending on the time available and the scope of the FTX; as a minimum should include G/S-1, 2, and 4 representatives.)
- Determine the specific duties and responsibilities of each of the candidate planners/writers as related to preparation of the *FTX scenario and evaluation plan*.

Appendix A describes an initial planning conference, and the events leading up to it.

1.4. Designating the Planning/Writing Team

The OIC (or the senior C/E if a separate OIC is not designated) should coordinate as necessary to ensure that those personnel who have been selected as planners/writers are available and released from all other duties. The selected planners/writers should be briefed on their specific duties and responsibilities and informed of the time and place to report for the FTX planning effort. The OIC, or the senior C/E as appropriate, should arrange for adequate facilities where the planning/writing team can work without being distracted by other activities. The chief writer should ensure that the required support such as paper, maps, FMs, TCs, the appropriate ARTEP, tactical SOPs, copy equipment, etc., is available for the planning/writing team.

CHAPTER 2

PLANNING AN EXTERNALLY EVALUATED ARTEP FTX

2.1. The Planning Process

The purpose of this chapter and supporting appendices is to outline a process for producing an FTX scenario document, which is the plan to prepare for and conduct the FTX. The FTX scenario is developed by making an initial evaluation plan sketch, adapting this sketch during map and terrain reconnaissance, war gaming the exercise, and using the results of all the steps to produce an FTX scenario document. A goal throughout all steps is to develop and revise methods to achieve the training and evaluation objectives of the exercise, within resources allocated. When finished, the plan should meet the following criteria:

- Tactical and doctrinal realism
- Efficient utilization of maneuver area
- Efficient utilization of time
- Minimum number of controller/evaluators, support, and OPFOR personnel needed to maintain tactical and doctrinal realism and effective evaluation.

2.2. Developing the Initial Evaluation Plan Sketch

Detailed planning for the FTX starts when the entire planning/writing team meets for the first time to develop the initial evaluation plan sketch.

(a) The OIC (or the senior C/E if a separate OIC is not designated) should open the meeting by briefing the planning/writing team on the:

- Guidance and concept of operation as provided by the commander of the sponsoring echelon.
- ARTEP missions that are to be evaluated.
- Specific duties and responsibilities of each of the planners/writers.

The chief writer should then brief the planning/writing team members on the format (previously coordinated with the OIC and/or senior C/E) that is desired for the materials that are used to develop the FTX scenario.

(b) The initial evaluation plan sketch is essentially a preliminary schedule outlining the order by day and time of day that the ARTEP missions previously selected (see paragraph 1.3(b)) are to be conducted. The seven step process that follows has proven to be an effective technique for developing the initial evaluation plan sketch:

- (1) Write out each ARTEP mission on a 3x5 card.
- (2) Select the task force mission cards and position them in a tactically logical sequence for evaluation.
- (3) Identify the logical time period (day, night—1st, 2nd, 3rd, etc. day) for each task force mission.
- (4) Select the company team mission cards and correlate (arrange/sequence) those missions for evaluation within the conduct of the task force missions.
- (5) Set off to the side the mission cards for those missions that cannot/should not be conducted during the framework of the task force missions.
- (6) Repeat steps 4 and 5 for each platoon, squad, team, and crew mission.
- (7) Determine day and sequence for evaluating those missions or the cards that were set off to the side for evaluation independent of the task force missions.

In the process of completing steps 1-7 above, the planning/writing team should also develop an initial estimate of the OPFOR, controller/evaluator, and support personnel; and logistics required to conduct the exercise.

Appendix B shows an example of the result of using the above process for developing an Initial Evaluation Plan Sketch.

2.3. Conducting Training Area Reconnaissance

The next step in the detailed planning process is to adapt the evaluation plan sketch and resource requirements to the available maneuver areas and ranges. This entails the selection of actual maneuver lanes over which the task force missions will be conducted sites (as appropriate) for brigade, battalion, and company trains, etc.

(a) Personnel designated as members of the planning/writing team should have some knowledge of the terrain features of the maneuver areas and ranges. The initial adaptation of the evaluation plan sketch to the available maneuver areas and ranges should be based on this knowledge and a map reconnaissance. In adapting the evaluation plan sketch to available maneuver areas and ranges, consideration should be given to: route access and road march times between the areas and from the garrison, movement of OPFOR between missions, and movement and redistribution of C/E's. Maps should be annotated to reflect the initial adaptation, based on the map reconnaissance, of the plan sketch.

(b) Detailed familiarity with the terrain features of the available maneuver areas and ranges is essential for completing the evaluation outline from the initial adaptation of the plans sketch. The planning/writing team should conduct an actual terrain reconnaissance to ensure that the initial adaptation of the plans sketch will result in:

- Efficient use of the available maneuver areas and ranges.
- Efficient use of the time available for the evaluation.
- The minimum number of evaluator, OPFOR and support personnel through multiple duty assignments.

(c) As the terrain reconnaissance is conducted, the initial mission sequence, task force mission maneuver lanes, and sites selected for task force trains are realigned as necessary until the senior C/E is satisfied that the evaluation plan sketch, as adapted or fitted to the terrain, is effective and tactically and doctrinally sound. During the terrain reconnaissance, the senior C/E should choose tactical control elements, such as boundaries, lines of departure, phase lines, checkpoints, and objectives that will be used for the maneuver lanes selected for each of the task force missions. The planning/writing team should then annotate their maps as the tactical controls are identified.

2.4. War Gaming the Evaluation Plan

At this point in the FTX planning process the planning/writing team has finalized the evaluation plan sketch. ARTEP missions and the order in which they will be evaluated have been determined. Task force train sites, maneuver lanes and the tactical controls that will be used for each task force maneuver mission have also been identified. The next step in the planning process is to complete the evaluation plan outline.

(a) The planning/writing team completes the evaluation plan outline by war gaming the finalized evaluation plan sketch. The finalized evaluation plan sketch should be war gamed on an appropriate scale map, a sandtable, or a chalkboard to:

- Ensure that the evaluation sequence is workable and logical.
- Determine the duration of the exercise, and ARTEP evaluation and task force maneuver missions within the exercise.
- Determine the times and locations (coordinates) for all evaluation mission/tasks as outlined in the appropriate ARTEP T&EOs. Consideration must be given to such factors as warning orders, operations orders, tactical commander/leader mission planning, post-mission C/E debrief, and performance feedback to the tactical elements.
- Determine the necessary number of C/E, OPFOR and range personnel required based (to the extent possible) on multiple evaluation assignments for all evaluators.
- Determine the minimum logistical support requirements (i.e., POL, ammunition, rations, etc.).

(b) As the finalized evaluation plan sketch is war gamed, each planner/writer should develop a detailed outline of the material he has been tasked to provide for the FTX scenario and evaluation plan. Of particular concern is the scenario material that governs the actions of the tactical units. This material, when completed, must serve two purposes:

- Ensure that the tactical units will be at the right place at the right time in the right configuration with the required support to execute the selected ARTEP and task force maneuver missions that are to be evaluated.
- Ensure that the selected ARTEP and task force maneuver missions are executed as envisioned by the senior C/E and the planning/writing staff.

Appendix C illustrates the process and considerations necessary in developing the final evaluation plan.

2.5. Preparing the FTX Scenario for Publication

When the evaluation plan outline has been completed, the planning/writing team members prepare the individual plans that will be incorporated into the FTX scenario (see FM 105-5).

(a) The individual plans, which parallel the normal coordinating staff functions, are as follows:

- **The Schedule of Events** - includes a list of major missions in time sequence order, start locations, trigger event, and projected duration for each mission. It is normally prepared by the G/S-3 representative in coordination with the senior C/E.
- **The Intelligence Plan** - includes concept of intelligence actions to be played, major intelligence elements to be tested, external support, e.g., IPW, CI, SIGSEC, GSR Teams, required and specific tasks, pre-exercise intelligence build-up schedule, exercise intelligence activity timetable with specifications, initiators, and expected reaction by the unit. It is normally prepared by the G/S-2 representative in coordination with the G/S-3 representative.
- **The Operational Plan** - includes OPORDs (or Frag Orders) and overlays for each task force mission, detailed control plan and overlays for OPFOR. It is normally prepared by the G/S-3 representative, in coordination with the senior C/E.
- **The Control and Evaluation Plan** - includes planned tactical control and evaluation actions for each task force mission and tactical element, rules of engagement and casualty assessment, handling of simulated casualties and POWs, signature and effects simulators, pyrotechnic signals, evaluator requirements and assignments, equipment requirements and resources. The control/evaluation plan is normally prepared by the senior C/E.
- **The Administrative and Logistical Plan** - includes supply procedures for all classes of supply, quantities for initial issue, maintenance resources and procedures, movement limitations, FTX uniform for unit, OPFORs and evaluators, vehicle markings, safety regulations, processing of casualties and replacements. The unit TACSOP should be used as much as possible. The administrative and logistical plan is normally prepared by the G/S-4 and G/S-1 representatives.
- **The Safety Plan** - normally prepared by the G/S-3 representative.
- **The Operations Security Plan** - normally prepared by the G/S-2 representative in coordination with the G/S-3 representative.

Preparation of the individual plans required close coordination between the members of the planning/writing team. The individual plans are normally prepared in accordance with the standing operating procedures (SOPs) of the sponsoring echelon of command.

(b) When the individual plans are completed the basic FTX scenario document is prepared by the chief writer who is normally the G/S-3 representative on the planning/writing team. The basic document includes as a minimum the following sections:

- References
- FTX Participants
- FTX Objectives
- FTX Concept
- Responsibilities
- Coordinating Instructions
- Communications

The Schedule of Events, Intelligence Plan, Operational Plan, Control and Evaluation Plan, Administrative and Logistic Plan, Safety Plan, and Operations Security Plan are normally included as attachments to the basic FTX scenario document. Other attachments as required may also be included.

(c) The basic FTX scenario document with all attachments is submitted to the FTX OIC and the commander of the sponsoring echelon for review and approval. After approval the basic document, with need to know attachments, is distributed to the participating units. The basic document with all attachments is distributed to the OPFOR elements and the C/E personnel.

Appendix D contains an example FTX scenario document.

CHAPTER 3

PREPARING THE CONTROL/EVALUATION PLAN

3.1. The Control/Evaluation Plan

This chapter outlines, in detail, the preparation of the control/evaluation plans to be used with ARTEP evaluation FTXs. While other portions of the FTX scenario document are needed to facilitate a well run exercise, the control/evaluation plan is the central document in accomplishing FTX objectives. Guidance for preparation of other portions of the FTX scenario document is covered in FM 105-5 and FM 101-5. Therefore, the emphasis in this and remaining chapters in this document focus on the control/evaluation plan, and its uses in the planning and conduct of ARTEP FTX evaluations.

3.2. Purpose of the Control/Evaluation Plan

The primary purpose of the control/evaluation plan is to provide specific guidance for those C/E activities that must be accomplished to ensure the selected ARTEP missions are executed as envisioned and that performance evaluation is credible and realistic. Participating unit performance cannot be effectively evaluated in an FTX that is not effectively controlled. However, effective control does not necessarily ensure effective performance evaluation. The senior C/E must develop the control/evaluation plan to meet both control and evaluation objectives. It will serve as his primary source document for C/E training, and exercise planning preparation, and conduct.

3.3. Control/Evaluation Plan Content

The control/evaluation plan should be developed in modular sections. Modules that should be included in the plan are as follows:

- **C/E Personnel Requirements.** This module specifies the number of and qualifications of the C/E personnel required, and the transportation and communications equipment (radio) required to support them.
- **The Evaluation Module.** This module includes detailed guidance for the evaluation of each ARTEP and task force maneuver mission.
- **The Control Module.** This module includes detailed guidance for the control of each ARTEP and task force maneuver mission.

- **The C/E Assignment Module.** This module specifies duty assignment of each C/E and the location, time and duration of the C/E school.
- **The C/E SOP for the FTX.** This module specifies the C/E system organization structure and routine operating procedures. (Call signs, uniform and equipment markings, radio checks, control center operations, etc.)
- **The Rules of Engagement Module.** This module specifies the procedures to be followed for assessing casualties and for the use of pyrotechnics, etc.
- **The Safety Module.** This module includes the detailed safety instructions that must be issued to the C/E, OPFOR, and participating unit personnel.

3.4. The C/E Personnel Requirements

The number of C/Es required was determined when the finalized evaluation plan sketch was war gamed and the evaluation outline plan completed. (See paragraph 2.4, Chapter 2). The senior C/E should review the completed evaluation outline plan and determine the desired grade and qualifications for each required C/E. Transportation and communications equipment (radio) requirements must also be determined for each C/E. In making these determinations, the senior C/E must consider the control and evaluation duties and responsibilities envisioned for each of the C/Es. When this module has been completed, the senior C/E must coordinate with the G/S-1 and G/S-3 planning/writing team representatives to ensure that personnel and support requirements are satisfied. The G/S-1 representative should provide the senior C/E with the names of those individuals who are designated to serve as C/Es.

3.5. Evaluation Plans

Evaluation plans must be developed in sufficient detail to provide specific guidance for the evaluation of each ARTEP and task force maneuver mission selected for execution.

(a) The purpose of developing evaluation procedures is to ensure that each unit element is evaluated credibly and realistically on each task they are required to perform during the FTX. A goal of the evaluation procedures is to have them developed and executed so that each unit element is provided with enough feedback to assess its training strengths and weaknesses. The senior C/E must use two primary means of accomplishing the purposes. The first is a control plan to allow the tactical situation to unfold as planned. The second is directions and guidance to other controller/evaluators. Development of the evaluation procedures provides the senior C/E with information about what additional control actions may

be required to ensure unit evaluation and highlights instances where specific directions and guidance for C/Es is needed. Required control actions that the senior C/E identifies become the control plan for each mission and each unit element executing that mission. Directions for evaluation of each mission and unit element executing that mission become the evaluation plan. Both directions and guidance for evaluation is transmitted to the C/Es during conduct of the C/E POI. The evaluation plan for each mission should include:

- A list of pertinent mission actions.
- Identification of C/Es and C/E actions keyed to the mission actions.
- Special reporting requirements for C/Es.
- Directions for evaluation of specific actions.

(b) Separate packages of evaluation guidance material should be prepared for each C/E for each mission evaluation in which he will be involved. The package should include the mission tasks, conditions, and standards, as specified in the appropriate ARTEP T&EO, for each mission to be evaluated. Controller/evaluator familiarity with tactical doctrine is essential for effective performance evaluation; therefore, each evaluation guidance package should also include a reference list of the appropriate FMs, TCs, etc., which will facilitate C/E review of the relevant tactical doctrine.

A description of the process used by a senior C/E to develop an evaluation plan is presented in Appendix F.

3.6. Control Plans

The purpose of the control procedures is to ensure that the selected ARTEP and task force maneuver missions are executed as envisioned so the missions/tasks, as specified in the ARTEP T&EO, can be effectively evaluated. The OPORD developed by the senior C/E and chief writer is the primary vehicle by which the senior C/E exercises control over the execution of the mission. Of particular importance are paragraphs 1, 2, and 3; i.e., the situation, the mission, and execution (concept of operations). For maneuver missions, the annex to the OPORD that depicts the *tactical control procedures* (see paragraph 2.3, Chapter 2) is also of particular importance.

(a) In preparing his control plan, the senior C/E should first include the *tactical control procedures* as control points for the C/Es, so that he can monitor the progress of the evaluated units through his control system. He will then be able to initiate *unplanned interventions*, as discussed in paragraph c, to keep the mission being executed as envisioned.

(b) When developing the evaluation plan for each TF and supplemental mission, the senior C/E may determine that additional control actions may be necessary to ensure that the ARTEP and/or task force maneuver missions are executed as envisioned. For example, if the treatment and evacuation of casualties is to be evaluated while the task force is conducting a *particular* movement to contact maneuver mission, it will be necessary for one or more of the C/E team members to assess casualties. The control plan for this particular movement to contact maneuver mission should specifically state which C/E(s) will assess casualties under what condition(s). Control actions of this type, which are *planned interventions* in the tactical play, may not be required for all scheduled ARTEP and/or task force maneuver missions that are to be conducted.

(c) The OPORD (with tactical controls) and the *planned intervention* actions may not always result in ARTEP and task force maneuver mission execution as envisioned; therefore, it may be necessary for the senior C/E to initiate additional control actions *during* mission execution. For example, the tactical elements might dismount shortly after crossing the line of departure when a mounted operation until contact with the OPFOR was envisioned. If the T&EO mission/task to be evaluated included movement techniques while mounted, control intervention would be required. The senior C/E might intervene by assuming the role of the next higher echelon of command and directing the tactical commander to maintain a rate of movement that could only be achieved when the tactical elements were mounted. This type of control action represents *unplanned intervention* in the tactical play.

Appendix G illustrates a control plan development process for the senior C/E.

3.7. C/E Duty Assignments

A master C/E duty assignment roster should be prepared for the exercise. C/E personnel that have responsibility for the control of each task force element and for the evaluation of each T&EO mission task should be designated by name. A copy of the master C/E duty assignment roster, which is prepared as the evaluation procedures (see paragraph 3.5) and the control procedures (see paragraph 3.6) are developed, should be provided to each C/E along with information regarding when and where the C/E school will be conducted.

Appendix H includes an example duty assignment roster.

3.8. C/E Standing Operating Procedure

The C/E standing operating procedure defines the operational procedures that will be followed by the C/E personnel during the exercise. This includes uniform and equipment markings, call signs, radio check procedures, daily briefing times and locations, radio frequencies, control center location and operations, field C/E logistic support, etc. Each C/E should be given a copy of the C/E standing operating procedures.

Appendix I contains an example C/E SOP.

3.9. Rules of Engagement

Both the C/E personnel and the participant unit personnel must be familiar with the rules of engagement (ROE). The procedures for the use of various pyrotechnics to simulate direct and indirect fire are specified in the ROE. Also included are the procedures for simulating and assessing personnel casualties and combat vehicle damage. In some cases, the procedure for the repair/evacuation of vehicles actually disabled are also included as a part of the ROE.

Appendix J presents example rules of engagement for a conventional FTX.

3.10. Safety Standards

Safety instructions must be issued to both C/E and participant unit personnel. The instructions should address such subjects as the operation of vehicles under daylight, blackout and adverse weather conditions, personnel riding in or on vehicles, personnel sleeping in, on, or near vehicles or on or near roads and trails where vehicles will be operated; the use of pyrotechnics in the vicinity of personnel and vehicles, etc. The safety instructions also include the procedures for accident reporting. The senior C/E is normally designated as the safety director for the FTX; however, all commanders are responsible for ensuring compliance with the safety instructions.

Appendix K shows the types of safety procedures applicable to a conventional FTX.

CHAPTER 4

PREPARING FOR THE CONTROLLER/EVALUATOR SCHOOL

4.1. Purpose of the C/E School

The purpose of the C/E school is to teach controller/evaluators their duties and responsibilities for execution of the control/evaluation plans developed for the exercise. Also, the POI prepares C/Es to plan and prepare for and execute their tasks as a team. The program of instruction is not designed to teach C/E designates tactics or doctrine. Tactical and doctrinal proficiency must have been established by C/E experience, qualifications and individual preparation.

4.2. Responsibilities

Preparation for, and conduct of the C/E school is a primary responsibility of the senior C/E. The senior C/E's responsibilities for preparation of the documents supporting the C/E school such as the control/evaluation plans, C/E duty assignments, C/E operating procedures, rules of engagement and casualty/damage assessment, etc., have been discussed. The remainder of this chapter outlines senior C/E responsibilities in preparing for and conducting the C/E school.

Effective performance evaluation requires both a well developed and a well executed control/evaluation plan. The senior C/E is responsible for training the C/E personnel, who function as an operating system, for the execution of the control/evaluation plan. He must ensure that each C/E is capable of and knows how to perform his duties and responsibilities as a member of the C/E operating system.

4.3. C/E Program of Instructions

The C/E program of instruction is divided into six lesson plans, as follows:

LP No.	Title	Estimated Time Required
1	Controller/Evaluator Orientation	1 hr.
2	ARTEP Evaluation Exercises	1 hr.
3	Planning for Control and Observation	6 hrs.
4	Rehearsing Control and Observation Plans	6 hrs.
5	Preparing and Conducting Post-Mission Critiques	1 hr.
6	Preparing Diagnostic Feedback Reports	1 hr.

Lesson Plans 1 through 5 must be conducted prior to the FTX. Lesson Plan 3 includes five hours of practical application, where C/Es actually plan and prepare for their roles in each of the FTX mission. Lesson Plan 4 incorporates a map exercise and detailed on-terrain rehearsal, where plans for control and observation are finalized. Lesson Plan 6 may be conducted after the exercise, and just prior to the C/E team preparing their final written summaries and reports.

Complete Lesson Plan outlines, narratives and graphics are presented in Appendix L.

There are two additional features of the POI that are critical to its successful use.

The POI is designed to incorporate the documents produced by the senior C/E and his assistants during the planning process described in Chapters 1-3. These documents must be developed and used during the preparation for and conduct of the POI.

The POI has also been designed for presentation by the senior C/E as the primary instructor. The concept of the controller/evaluator group is to form one operating system that performs as a team. The senior C/E, by designation, is the leader of the C/E team. The foundation for teamwork is laid and built on during conduct of the POI.

4.4. Preparing for the Controller/Evaluator School

In preparing for the C/E school, there are several factors that the senior controller/evaluator should consider. Also, there are specific consideration and preparatory tasks to be completed for several of the Lesson Plans.

(a) **Attendance.** The POI is intended to emphasize the general and specific duties of company-team and platoon C/Es for the maneuver companies. However, the principles and content of the POI apply, generally to the duties of all C/Es. It is recommended that all C/Es be required to attend all sessions, with the exception of the C/Es assigned to evaluate the S1-S4, S2-S3, and FSCOORD functions. The senior C/E should designate a separate time to meet with battalion level command and staff C/Es, because his attention will be too divided during conduct of the POI to accomplish the detailed coordination required with the Bn command and staff C/E group.

(b) **Scheduling.** If possible, C/E school should be scheduled to allow one day between the school and the start of the FTX to allow for any additional preparation required. However, the school should not be held with more than one week elapsing between the end of the school and the start of the exercise. Unrestricted access to the FTX training area to be used is needed for the terrain reconnaissance.

(c) **Location.** The location chosen for conduct of the POI should have enough vertical space to allow for posting of maps, overlays, schedules, etc., for the entire exercise. Worktables should be used, rather than desks. If possible, the tactical, doctrinal and related publications should be located in or very near the room where the school is conducted. A working environment is necessary, an instructional environmental is less desirable.

(d) **Materials.** Material requirements for each lesson plan are listed on the lesson plan cover sheet. The general materials, such as FTX scenario document, mission specific control/evaluation plans, C/E SOP, C/E duty assignments and reference lists should be distributed to the C/E designates well in advance of the C/E school.

(e) **Assistance.** While the senior C/E is primarily responsible for conduct of the C/E school, he should request qualified assistance to help him prepare for it. If available, the company team level C/Es can assist the senior C/E in development of expanded T&EOs from the mission control and evaluation plans. (See 4.4(h) for an explanation of expanded T&EOs).

(f) **LP No. 1. C/E Orientation.** The actual sponsor of the ARTEP evaluation has no active role in the detailed preparations for the FTX, but has an intense interest in the training readiness of the units he is ultimately responsible for. The senior C/E should brief the sponsor or the sponsor's representative on the details of the planning process, and the content and objectives of the C/E school. This briefing will enable the sponsor or his representative to have a feeling for the plan of the FTX and allow him to emphasize the importance of the C/E team in providing him with the information he needs to make high level training management decisions.

(g) **LP No. 2. ARTEP Evaluation Exercises.** The philosophy behind ARTEP will not be new to the C/E team, but it should be explained one more time. When explained in the training context, the C/Es can become more motivated to collect as much performance information as possible so it can be presented to their counterparts as feedback to be used in training program design.

(h) **LP No. 3. Preparing for Control and Evaluation.** A key to planning for control and observation at the C/E level is development of an expanded T&EO. The concept of an expanded T&EO is to mesh the control and evaluation plans for each mission with the appropriate T&EO for that mission so that the C/E has all the information he needs to accomplish his tasks on one document.

As designed, the C/Es are to prepare expanded T&EOs for the exercise during the practical application portion of LP No. 3. Prior to the C/E school, the senior C/E should develop a company level expanded T&EO for one mission phase as an example and a standard for use during the lesson and in the FTX.

To produce the expanded T&EO for a mission, the senior C/E should use the control and evaluation plans developed for that mission, (as described in Appendices F and G) and incorporate the reporting requirements, planned interventions and special evaluation items, control points, etc., into the ARTEP T&EO from that mission. The senior C/E should also take this opportunity to give specific explanations of standards in the T&EO that he feels are too open to individual interpretations by C/Es. When making additions, he should annotate his additions so that they can be distinguished from what is taken straight from the T&EOs. If the senior C/E wishes, he can use the company team C/Es to assist him in preparation of company level expanded T&EOs prior to the school. An example of a company level expanded T&EO is included as part of Lesson Plan 3.

(i) **LP No. 5. Preparing and Conducting Critiques.** The lesson plan provides specific guidance on how to conduct critiques. However, the senior C/E should decide which of the C/Es will be responsible for giving critiques. Factors the senior C/E should consider are: logistics of gathering C/Es and tactical units during the exercise, C/E qualifications, and acceptance of feedback as valid by tactical unit commanders.

Timing and responsibilities for critiques are exercise specific. Generally, and where possible, each tactical unit whose performance is evaluated when a particular ARTEP mission/task is performed should be provided oral performance feedback by the C/E responsible for the evaluation. The C/E evaluating the unit should debrief C/Es who evaluated subordinate tactical elements of the unit before providing the oral performance feedback. For example, a C/E assigned to evaluate a company should debrief C/Es who evaluated squads and/or platoons within the company for a particular ARTEP mission/task before providing the oral feedback. With this approach every tactical element, from crew/squad to battalion level, whose performance is evaluated in an ARTEP FTX can be provided oral performance feedback by the C/E who was responsible for the evaluation. The oral performance feedback should cover the evaluated element's strengths as well as weaknesses.

The senior C/E has overall responsibility for ensuring adequate oral and formal written performance feedback. He normally provides the commander of the evaluated unit oral performance feedback on a one-on-one basis as the exercise is progressing. This is generally done after the conduct of a mission or a series of missions and he has had an opportunity to debrief the subordinate C/Es and to review the ARTEP T&EO ratings prepared by the subordinate C/Es.

(j) **LP No. 6. Preparing Diagnostic Feedback Reports.** Lesson Plan 6 contains a format and process for preparing written diagnostic performance feedback to tactical unit leaders. The written diagnostic feedback is intended to supplement the completed T&EO for each ARTEP mission the tactical unit participated in during the FTX.

The senior C/E is responsible for the final preparation of the written performance summary. The most efficient and effective means of gathering all the information required to complete a comprehensive feedback report is to hold a group C/E meeting after completion

of the exercise. Individual C/Es will have made many observations during the exercise. These observations can be recalled and discussed during a post-exercise meeting. When consolidated, these observations offer necessary insights into unit training needs.

If the senior C/E elects to use the process outlined in Lesson Plan 6, the content of the lesson can be used as an introduction to the C/E group post-exercise meeting.

CHAPTER 5

CONDUCTING THE FIELD TRAINING EXERCISE

5.1. Purpose

The planning and preparation described in Chapters 1-4 and Appendices A-K, and the result of the C/E school will culminate in the conduct of the field exercises. The conduct of an ARTEP field exercise is in effect the execution of the FTX scenario as developed by the planning/writing team and the control/evaluation plan as developed by the senior C/E. If the full potential benefits are to be realized, the ARTEP FTX must be executed with the same care and attention to detail that go into an actual combat operation. Paragraphs 5.2 - 5.5 provide a summary of all elements into one matrix. The activity matrix should be used as a periodic check to ensure that all requirements have been considered.

5.2. The Role of the Senior Tactical Commander

The focus of an ARTEP FTX is on the collective training and performance evaluation of the friendly force. The friendly force commander is responsible for ensuring that the unit deploys from garrison to the field training site in accordance with the FTX scenario. The FTX is driven by alert and operations orders that are issued for specific tactical mission as if in actual combat, to the friendly force tactical commander. Upon receipt of such orders, the tactical commander is responsible for both tactical decisions, and the orders to carry out such decisions. Orders necessary to ensure that the units combat vehicles, weapons and personnel are properly equipped and prepared are issued and a tactical plan for mission execution is developed. Sub-unit commanders and leaders are briefed on the tactical plan and the commander exercises tactical command and control to ensure effective mission execution.

5.3. The Role of the Opposing Force

In ARTEP FTXs the opposing force, when present on the ground, functions as the tactical element through which the senior C/E creates the desired tactical situation to which the friendly force responds. The senior C/Es, based on knowledge of the current situation, directs the opposing force to provide that tactical action which is necessary to keep the exercise within the preconceived plan. It is impossible to foresee all the situations that may arise during a mission; therefore, the opposing force must be highly responsive to the senior C/E's needs throughout the execution of a mission. The opposing force always responds to the senior C/E's needs in a manner that is as tactically realistic as possible. It is for this reason that the senior C/E must keep the opposing force commander apprised of the friendly force tactical activities and situation.

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5.4. The Role of the Assistant Controller/Evaluators

The assistant C/Es provide the senior C/E direct support in the execution of the control/evaluation plan. While they are not charged with the actual control of the tactical personnel, they influence the movement and conduct of the tactical operation, under the auspices of the senior C/E, by assessing casualties and restricting forward movement. It is important to prevent a situation from developing more rapidly than it would in actual combat and to keep the exercise from proceeding at an illogical rate. This can only be accomplished if the assistant C/Es keep the senior C/E informed of the tactical situation, particularly of troop movements. The senior C/E, the assistant C/Es, and the opposing force interact continuously to give the exercise realism, mobility, and continuity. In this way the exercise progress is controlled in such a manner that all of the training-evaluation objectives can be achieved.

5.5. The Role of the Senior Controller/Evaluator

The senior C/E has overall responsibility for monitoring the tactical situation and for ensuring that the mission and control/evaluation plans are executed as envisioned. He controls the activity of the assistant C/Es and directs the activity of the opposing force during the exercise. He is also responsible for ensuring that safety standards and the rules of engagement are enforced. The senior C/E renders prompt and logical rulings when required for any combat, combat support, or combat service situations that might arise during an exercise. He also assures that the appropriate tactical personnel are provided informal performance feedback during the exercise and that formal written performance feedback report is prepared after the exercise has been completed.

TABLE 5-1
ACTIVITY MATRIX FOR CONDUCT OF CONVENTIONAL FITX

Company and Platoon Controller/Evaluators (C/Es)	The Senior Controller/Evaluator (C/E)	The Senior Tactical Commander	Subordinate Tactical Commanders, LDRs, and Personnel
Accompanies tactical unit on movement to assembly area, or joins unit at assembly area.	Conducts movement to exercise assembly area.	Prepares for and conducts tactical or administrative movement from garrison to assigned exercise assembly area.	Accompanies senior tactical commander and unit to assigned assembly area.
Attend briefing and ask questions as necessary to ensure understanding of assignment and duties. Draw the materials necessary to implement the C/E C&O Plan.	Briefs C/IIs on mission duty assignments, friendly and OPRFOR forces and missions, C/Ib; C&O Plan, transportation and C/Ib. Issues C&O materials and instructions.		
Join the elements to be controlled and observe and monitor the dissemination of the alert order as specified in the C/E C&O Plan.	Issues an alert order, (IAW the ARTIP exercise schedule) to the senior tactical commander.	Receives the alert order from the senior C/E and issues to the next lower echelon of command.	Receives the alert order from the next higher echelon and issues to the next lower echelon.
Observe the tactical element's preparation for combat as specified in the C/E C&O Plan and IAW with senior C/E instructions.	Monitors any special instructions issued by the senior tactical commander and advises the other C/IIs as appropriate.	Issues any special preparation instructions and supervises preparation for the combat mission.	Prepare combat vehicles, weapons, and other personal and unit equipment, draw ammo, rations, etc. IAW organizations TACSOPI and special instructions.
Continue observation of tactical elements preparation for combat and prepare for execution of the mission phase of the C/E C&O Plan.	Issues the mission OPORD to the senior tactical commander.	Receives the mission OPORD from the senior C/Ii.	Continue preparation for combat mission.
Continue observation of tactical element's preparation for combat and prepare for execution of the mission phase of the C/E C&O Plan.	Observes the senior tactical commander's tactical mission planning procedures IAW the C/Ib C&O Plan.	Develops tactical plan for mission execution.	Continue preparation for combat mission.

NOTE: The solid blocks in a row denote the element initiating the activity.

Company and Platoon Controller/Evaluators (C/Es)	The Senior Controller/Evaluator (C/E)	The Senior Tactical Commander	Subordinate Tactical Commanders, LDRs, and Personnel
Attend the assigned tactical commander's briefing; note tactical assignment of element assigned to control, and revise C&O Plan as necessary.	Monitors the senior tactical commander's briefing, revises the C/E C&O Plan as necessary and advises C/IIs of changes to the C&O Plan. Advises OPFOR C/E of changes.	Briefs the next subordinate echelon of commanders (or Ldrs.) on the tactical plan for mission execution.	Receives tactical assignment from next higher echelon.
Monitor the tactical missions briefings given by the commanders (or Ldrs.) of the element being controlled. Advise senior C/E in C&O Plan revisions as required.	Ensure that C/Es monitor tactical mission briefings given by commanders (or Ldrs.) of elements they are to control/observe. Advises OPFOR C/E of changes.	Ensure that subordinate commanders and Ldrs. develop plans for execution of tactical assignment and brief lower echelons on plans.	Prepares plan for execution of tactical assignment and briefs next lower echelon.
Accompanies the tactical element being controlled/observed and observes deployment as specified in the C/E C&O Plan. Conduct radio check with senior C/E.	Observes the deployment of forces as specified in the C/E C&O Plan. Conducts radio check with C/IIs.	Directs and supervises deployment of forces in preparation for mission execution.	Deploy forces, as directed by the senior tactical commander, in preparation for mission execution.
Informs the senior C/E when the elements being controlled/observed are in position and ready for mission execution.	Coordinates with the senior tactical commander to ensure that all elements are in position. Coordinates with C/IIs to ensure that all are in position and ready for mission execution.	Coordinates with subordinate commanders to ensure that all elements are in position and ready for mission execution.	Subordinate commanders inform senior tactical commander when elements are in position and ready for mission execution.
Ensure that the tactical elements being controlled/observed are aware that mission is in progress.	Directs initiation of mission execution. Informs senior tactical commander and C/IIs that tactical mission is in progress.	Directs subordinate tactical commanders to execute the tactical mission plan.	Implement tactical mission activities IAW the tactics, mission plan of execution.
Execute the C/E C&O Plan. Respond to senior C/I directions. Inform the senior C/E when intervention may be required to maintain control of the tactical operation. Coordinate with OPFOR C/E in maintaining control.	Maintains control of the exercise. Implements the control part of the C&O Plan. Intervenes (admin., or tact.) as necessary to maintain control. Coordinates with OPFOR and other C/Es in maintaining control.	Maintains command and control of tactical element. Responds to the changing battlefield situation. Issues new direction to subordinate commanders.	Execute the tactical mission plan IAW doctrine and the TACSCOP. Respond to senior tactical commander directions. Maintain command and control of elements.
Ensure that the tactical elements being controlled/observed are aware that tactical mission is terminated.	Terminates tactical mission activities. Informs the senior tactical commander and the C/IIs that tactical mission activities are terminated.	Directs the subordinate commanders (or Ldrs.) to terminate tactical mission activities.	Direct all tactical personnel to terminate tactical mission activities.

Company and Platoon Controller/Evaluators (C/Es)	The Senior Controller/Evaluator (C/E)	The Senior Tactical Commander	Subordinate Tactical Commanders, LDRs, and Personnel
Wheel vehicle mounted C/Es pick up dismounted and track mounted C/Es and proceed to the assembly area as directed by the senior C/E. Coordinate with OPFOR element for observations.	Directs the C/Es to assemble at the location where the tactical elements will assemble. Coordinates the collection of dismounted and track mounted C/Ls. Coordinates with OPFOR C/E for observation and next mission.	Directs subordinate commanders to form forces and assemble at designated locations.	Subordinate commander and Ldr. collect dismounted personnel, form forces and proceed to A.A. as directed by the senior tactical commander.
Discuss significant tactical events and provide senior C/E with information regarding good and poor performance	Conducts C/E debrief by guiding a discussion of the tactical events that occurred with the C/Es. Collects recorded C/E data and prepares to debrief tactical commanders and/or Ldrs	Directs subordinate commanders to secure vehicles, weapons, and equipment in the A.A. or to prepare for the next mission IAW the ARTIP exercise schedule.	Secure vehicles, weapons and equipment or prepare for the next mission as directed by the senior tactical commander.
Attend the tactical commander debrief conducted by the senior C/E. Participate in the discussion only when called upon by the senior C/E.	Conducts tactical commander (and/or Ldr.) mission debrief by guiding a discussion of the tactical events that occurred during the mission.	Participate in the guided discussion of tactical events. Note poor tactical performance. Note poor tactical performance and behavior for correction in next mission or subsequent training. Brief lower echelons on good and poor mission performance.	
	Prepare for next mission phase of exercise.		

APPENDIX A

THE INITIAL PLANNING ORGANIZATION CONFERENCE

The Commander of the 52d Infantry Division (Mechanized) requested the Assistant Division Commander and the Commander of the 2d Brigade to meet with him and the G-3 to discuss an upcoming externally evaluated ARTEP for the 1-44 Infantry (M). The Division Commander opened the meeting by informing the three officers that the Assistant Division Commander will serve as the OIC for the ARTEP FTX, the 2d Brigade Commander as the senior C/E, and the G-3 as the chief writer. He then proceeded to outline his concept of operation as follows:

"It has been almost 18 months since the 1/44 has participated in an externally evaluated ARTEP. During this time personnel turnover has been heavy and the current battalion staff has had no opportunity to participate as a team in battalion level field training. All of the line company commanders have been replaced since the battalion last participated in an externally evaluated ARTEP. I want the upcoming ARTEP FTX designed in such a manner that the full battalion staff will have an opportunity to function as an integrated team and the line company commanders will have an opportunity to train in a combined arms task force environment. Because our primary and contingency missions include operations in both Europe and the Middle East, I want the scenario to include representative missions for both areas of operations. Use division combat arms and combat support assets as necessary to design a FTX that will provide such an environment. I expect a realistic and effective evaluation that will give me a clear picture of the battalion's capabilities and training needs. Provide me a copy of the FTX scenario not later than 1 June for personal review and approval before publication."

The following morning the Assistant Division Commander (ADC) called the 2d Brigade Commander, the G-3, and the 1/44 Commander to his officer for the initial planning organization conference. After reviewing the Division Commander's concept of operations they reviewed ARTEP 71-2 and selected task force missions for execution during the FTX as follows:

- Movement to Contact
- Defense Against Air Attack
- Night Attack
- Exploitation

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- Defense
- Disengage Under Pressure
- Delay
- Passage of Lines
- Operations in an EW Environment

It was decided that the Movement to Contact, Defense Against Air Attack, Night Attack and Exploitation missions were most appropriate for the assumed concept of operations in the Middle East.

The commander of the 1-44 requested that Treatment and Evacuation of Casualties and NBC Protective Measures also be included in the list of ARTEP missions for execution. He also requested that the C/E group pay special attention to communication/coordination between company commanders and platoon leaders, intra-platoon coordination, troop leading procedures of the squad leaders, use of artillery by company commanders and platoon leaders, and all tactical elements' first reactions to contact with OPFOR.

Three months were available to prepare the FTX scenario; therefore, the ADC saw no need for a large planning/writing team. Because of division coordinating staff prior commitments he elected to task the 2d Brigade staff to provide planning/writing team support. The G-3 was designated as the chief writer. The 2d Brigade S-2, S-3, and S-4 were designated as planning/writing team members, and were also responsible for normal coordinating staff functions in preparation of the FTX scenario. The 2d Brigade commander, serving as the senior C/E, was tasked to prepare the control/evaluation plan for the FTX scenario.

APPENDIX B

THE INITIAL EVALUATION PLAN SKETCH

Page 32 illustrates an example layout for an Initial Evaluation Plan Sketch. This layout illustrates the results of the planning/writing team applying the process outlined in Chapter 2.2. While following the seven-step process, the planning/writing team kept in mind the criteria of tactical and doctrinal realism, and efficient use of resources. In addition to these criteria, the planning/writing team also had to consider the 52d Inf Division Commander's concept of the operation and the evaluation needs expressed by the 1/44 Commander (the evaluated unit).

The resultant plan sketch reflects those needs. The sponsoring commander's concept of the operation, including representative missions from the Middle East and Western Europe, have been arranged in a feasible and tactically realistic sequence. All major task force missions require combined arms company teams in accordance with the present doctrine.

The desires of the 1/44 Commander have also been satisfied. Treatment and Evacuation of Casualties and NBC Protective Measures missions have been realistically integrated into the general plan. Provision for equal emphasis on squad and platoon missions has been made by planning for sub-unit evaluations. The senior C/E will note the emphasis on sub-unit evaluations for later planning in finalizing C/E personnel requirements. Emphasizing sub-unit evaluations will allow for better observation of company-platoon-squad/crew communication, as requested by the commander of the 1/44.

In addition to arranging the sequence of task force and subordinate element missions, the planning/writing team extracted, from each ARTEP mission, an initial estimate of requirements for OPFOR and C/E personnel.

With the initial mission sequence and requirements estimates completed, the planning/writing team was ready to adapt the plan sketch to the assigned maneuver areas and ranges.

Unit	Day One		Day Two		Day Three	
Task Force	8-1 Movement to Contact	8-5 Night Attack	8-4 Exploitation	8-6 Defense	8-8 Disengage (Under Pressure)	8-7 Delay (High Risk)
	9-4 Defense Against Air Attack	9-5 Treatment and Evacuation of Casualties	9-2 Operate in an EW Environment		9-6 NBC Protective Measures	9-3 Passage of Lines
10-1 Command/Staff: Control and Coordination of Operations						
Co Team/ HHC	8-10 Movement to Contact	8-14 Night Attack	8-12 Deliberate Attack	8-15 Defense Defense	8-18 Disengage (Under Pressure)	8-16 Delay (High Risk)
	9-4 Defense Against Air Attack	9-5 Treatment and Evacuation of Casualties	9-2 Operate in an EW Environment		9-6 NBC Protective Measures	9-3 Passage of Lines
8-20 HHC: Combat Support and Combat Service Support						
Platoon	8-21 Tank/Mech: Movement to Contact	8-22 Tank/Mech: Hasty Attack	8-38 Scout: Area Recon	8-23 Tank/Mech: Defense	8-37 Scout: Screen (Night)	
	8-36 Scout: Route Recon			8-26 Mech: Prepare Strongpoint		
Squad/ Section/ Crew	8-30 Mech Squad: Movement to Contact			8-31 Mech Squad: Reconnaissance Patrol		
	8-43 Redeye Team/Section: Air Defense Support			8-44 Ground Surveillance Team/Section: Ground Surveillance Support		
	9-10 Armored/Mech Vehicle Crew: Tactical Movement					

INITIAL EVALUATION PLAN SKETCH

APPENDIX C

DEVELOPING THE FINAL EVALUATION PLAN

The final evaluation plan results from several adaptations of the initial evaluation plan sketch during map reconnaissance, terrain reconnaissance, and war gaming each mission. Changes made in the initial evaluation plan sketch should be made to make the plan better meet one or more of the criteria mentioned in Chapter 2. In many cases, the criteria in Chapter 2 may conflict. For example, tactical and doctrinal realism, and minimum resource expenditures almost always are in conflict. Therefore any result will be a compromise. During the adaptations, a prime objective of the senior C/E is to make whatever adjustments necessary, while giving effective evaluation the highest priority of any single criterion.

The movement to contact phase of the FTX has been used to illustrate the process of developing a final evaluation plan from the initial evaluation plan sketch. The movement to contact phase example will be used for the remainder of the appendices.

Map Reconnaissance

During the map reconnaissance, the senior C/E and remainder of the planning/writing team selected portions of the maneuver area for the movement to contact (MTC) mission. Considerations they followed were:

- Appropriate for Mideast MTC scenario.
- Fit logically into rest of mission sequence.
- Was accessible from garrison for tactical road march.
- Offered opportunity for each company to receive contact with OPFOR.
- Gave OPFOR possible routes for consolidation.
- Was reasonable for evaluation of Defense Against Air Attack mission.

Tentative assembly areas, lines of departure, phase lines, boundaries, and OPFOR positions were established. From the map, the senior C/E decided that the recommended OPFOR requirement would be sufficient. The senior C/E decided to wait until he conducted the actual terrain reconnaissance before determining how many C/Es were needed for the mission.

Terrain Reconnaissance

During the terrain reconnaissance, the senior C/E checked and verified the tactical control elements identified in the map reconnaissance session. Each element was correlated with terrain features and noted by all members of the planning/writing team. The senior C/E made notes for himself concerning checkpoints in the mission when he wanted to have the company C/Es to report to him. While studying the terrain, the senior C/E decided that there would not be much opportunity for C/Es to observe unit elements other than the ones they were traveling with. He felt that, for this mission, he would need more C/Es than the number recommended in ARTEP 71-2.

War Gaming

During the war gaming of the MTC phase, the planning/writing team recorded the coordinates from map overlays and established specific timings for events. Because of the natural continuity between the MTC and Night Attack missions, the senior C/E did not schedule a formal post-mission critique for the evaluated unit. He did schedule a post-mission C/E debrief to allow him to collect performance information and to clarify any questions about C/E procedures after the first mission.

The senior C/E reviewed the required number and allocation of C/Es, as listed on page 40, by element for the TF movement to contact major mission and other concurrent and supplemental missions. Upon review, he made the following decisions:

Task Force C/Es

- Use the C/E for Bn staff Ops/Intell as his deputy evaluator.
- Use the CPT (ARTY) C/E for all FSCOORD evaluator duties.
- Request air support for OPFOR air from Nellis AFB.

Company Team C/Es

- Use recommended number of C/Es for HHC evaluation, but request medical C/E evaluation support for the Treatment/Evacuation of Casualties mission to be conducted later in the day.
- Use 1 CPT C/E per company team to shadow each 1/44 company team commander.
- Use 1 LT C/E per company to be used at the company team C/Es discretion.

Platoon C/Es

- Use 1 LT or senior combat experienced NCO C/E per platoon to include the scout platoon.
- Task the platoon C/Es with conducting all sqd/crew subunit evaluations, but to request assistance when needed.

After the C/E requirements for the movement to contact phase of the FTX had been finalized, the planning/writing team reviewed the support requirements for the phase. The senior C/E determined that each Co team C/E should have three radios in his vehicle. Thus, the senior C/E could have a constant communication capability with his Co team C/E's. The senior C/E also emphasized the need for two-radio capability of the platoon C/Es so they could monitor the evaluated units communication/coordination and stay in communication with the Co team C/E concurrently.

After the war gaming had been completed for all missions, the total requirements for all missions in the FTX were consolidated for each member of the planning/writing team to complete their assigned portions of the FTX scenarios.

An illustration of the final evaluation plan for the movement to contact phase of the FTX is shown on page 37.

Element	Mission	C/E Requirements
TF	8-1 Move to Contact	1 Col/LtC Senior Evaluator 1 LtC/Maj Deputy Senior Evaluator 1 Maj Chief OPFOR C/E 1 Cpt (ARTY) FSC C/E
TF	9-4 Defense Against Air Attack	1 OPFOR Flight Leader 1 OPFOR Air Liaison Officer
TF	10-1 Command/Staff Group: Control and Coordination of Operations	1 Ltc Senior Evaluator 1 Maj Ops/Intel/FSCOORD 1 Maj Admin/Log
Company Team	8-10 Movement to Contact	1 Maj/Cpt per company 1 Lt/NCO
	9-4 Defense Against Air Attack	Same as for major mission.
	8-20 HHC: Combat Support and Combat Service Support	1 Cpt Platoon Evaluator 1 NCO Assistant
Platoon	8-21 Movement to Contact	1 Cpt W/O REALTRAIN 1 Lt/NCO
	8-36 Scout Plt: Route Reconnaissance	1 Cpt/Lt 1 Lt/NCO
Sqd/Crew	8-30 Movement to Contact	1 Lt/NCO (No SCOPES or REALTRAIN)
	8-43 Redeye Team: Air Defense	1 Lt/Team (Simulated)
	9-10 Vehicle Crew Tactical Movement	Same as for major mission.

Unit	Movement to Contact 0800-1800 hrs. _____ Jul 19_____
Task Force	<div style="border: 1px solid black; padding: 5px;">8-1. Movement to Contact</div> <div style="border: 1px solid black; padding: 5px;">9-4. Defense Against Air Attack</div> <div style="border: 1px solid black; padding: 5px;">10-1. Command/Staff: Control and Coordination of Operations</div>
Co Team/ HHC	<div style="border: 1px solid black; padding: 5px;">8-10. Movement to Contact</div> <div style="border: 1px solid black; padding: 5px;">9-4. Defense Against Air Attack</div> <div style="border: 1px solid black; padding: 5px;">8-20. HHC: Combat Support and Combat Service Support</div>
Platoon	<div style="border: 1px solid black; padding: 5px;">8-21. Tank/Mech: Movement to Contact</div> <div style="border: 1px solid black; padding: 5px;">8-30. Scout: Route Reconnaissance</div>
Squad/ Section/ Crew	<div style="border: 1px solid black; padding: 5px;">8-30. Mech Squad: Movement to Contact</div> <div style="border: 1px solid black; padding: 5px;">8-43. Redeye Team/Section: Air Defense Support</div> <div style="border: 1px solid black; padding: 5px;">9-10. Armored/Mech Vehicle Crew: Tactical Movement</div>

{ - Mission Continues

APPENDIX D

PREPARING THE FTX SCENARIO FOR PUBLICATION

The exact format of the FTX scenario may vary with organization; however, the example that follows represents a typical FTX scenario document that would result from following the process outlined in Chapter 2.

**DEPARTMENT OF THE ARMY
HEADQUARTERS, 2D BRIGADE
52D INFANTRY DIVISION (MECHANIZED)
FORT CARSON, COLORADO 80913**

Subject: 1-44 In (M) External ARTEP Evaluation

1. References

- a. Army Training and Evaluation Program 71-2 for Mechanized Infantry and Tank Task Force, dated 17 Jun 77.
- b. FM 71-1, The Tank and Mechanized Infantry Company Team, dated 30 Jun 77.
- c. FM 71-2, The Tank and Mechanized Infantry Battalion Task Force, dated 30 Jun 77.
- d. 52D Reg 350-5, dated 23 Feb 76.
- e. 52D Reg 350-8, dated 28 Apr 76.
- f. 52D Reg 385-63, dated 1 Apr 77.

2. Participants

- a. 2d Bde (Evaluation and Control)
- b. DISCOM
- c. 1-44 In(M) (Evaluated Unit)
- d. 1-78 In(M) (Evaluator OPFOR)

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- e. Btry/1-6 FA (Support)
- f. Btry/1-52 ADA (Support)
- g. 1-2 Armor (Support, OPFOR)
- h. 52D ENGR (Support, OPFOR)
- i. 52D AVN Bn (Support)
- j. 152d MI Bn (Support)

3. Objective

To ensure that the evaluated unit performs selected tasks from ARTEP 71-2 to the standards described in the appropriate ARTEP T&EOs.

4. FTX Concept

The externally evaluated field training exercise will be structured only as necessary to maintain control and to accomplish the stated objective. The exercise will be controlled free play, using real intelligence as gathered by the participating elements. Operations orders will be used to assign each task force mission. Each mission performed by the 1-44 In(M) will be accomplished IAW the standards of ARTEP 71-2. In the event a requirement for additional training is detected, the evaluated unit will be given an opportunity to report missions only if the tactical situation and time permit. Every effort will be made to adhere to the mission schedule as outlined in the operational plan.

5. Responsibilities

- a. **AC of S, G-2.** Provide, in coordination with S-2, 2d Bde, OPFOR, OPSEC, SIGSEC and aerial photo support. Detailed requirements will be coordinated with 2d Bde S-2. Provide OPFOR tactics and maneuver training as required. Provide threat vehicles in coordination with 2d Bde S-2.
- b. **AC of S, G-3.**
 - (1) Provide evaluated unit priority for training areas and ranges.
 - (2) Coordinate aircraft support requirements with 2d Bde.
 - (3) Provide 2d Bde ALO with a FAC party for the evaluated unit.
 - (4) Coordinate with 2d Bde for requirement to restrict entrance into training areas during the FTX.
- c. **Commander, 2d Bde.**
 - (1) Advise G-3 of convoy movements IAW with 52D regulations.

- (2) Provide required facilities and support, and conduct C/E school.
- (3) Provide Class I and III support for all elements to be located with and in support of the control headquarters.
- (4) Establish 2d Bde trains.

d. **Commander, 1-78 Inf.**

- (1) Provide C/Es as listed in Attachment D, the Control and Evaluation Plan, and other personnel and equipment tasked separately.
- (2) Provide company for FTX OPFOR. Unit will utilize OPFOR tactics and doctrine to portray a realistic threat force during the conduct of the exercise. Coordinate for engineer support from 1-52D ENGR.
- (3) Provide 1-6 FA with 3 M-113s for their FIST; provide 152 MI with 2 M-113s for GSR teams.

e. **Commander, 1-2 AR.** Attach 1 Co to 1-44 In(M) and 2 platoons to 1-78 In(M) for the duration of FTX.

f. **Commander, DISCOM.**

- (1) Provide the following to 2d Bde trains:
 - (a) Forward maintenance company (-)
 - (b) Mdc Co (-)
 - (c) FASCO Team
 - (d) Class I, III, both and water points controlled by FSSE
- (2) Coordinate FTX support arrangements with 2d Bde S-4.

g. **Commander, 1-6 ARTY.**

- (1) Provide 2d Bde with FSO Team and M-577, to be located with 2d Bde TOC.
- (2) Provide 1-44 In(M) with FSO Team and M-577.
- (3) Provide 1-44 In(M) with FIST Teams for three Mech Companies and one Armor Company.
- (4) Provide two Fire Marker Control Teams to the OPFOR. Each team equipped with $\frac{1}{4}$ ton vehicle and AN/VRC-46.

h. Commander, 1-52 ADA.

- (1) Operate the Air Defense Early Warning System.
- (2) Provide one Chapparal Vulcan Task Force (with TAD) in support of 1-44 In(M).
- (3) Provide one LNO to 1-44 In(M) HQ with capability to monitor Early Warning Net and with TAD.
- (4) Provide two Forward Area Alerting Radar Systems.

i. Commander, 52D ENG.

- (1) Attach one Co (-) to 1-44 In(M) and one platoon to OPFOR (1-78 In(M)).
- (2) Coordinate with S-4, 1-44 In(M) for Engineer demolition and pyrotechnic requirements.

J. Commander, 52d AVN Bn.

- (1) Provide two OH-58 Aircraft with FM secure radios to 2d Bde Exercise Control Headquarters for 24 hour operations during the FTX.
 - (2) Establish helipad vicinity 2d Bde Exercise Control Headquarters.
- k. 67th Chemical Detachment.** Provide smoke generators and decontamination apparatus during the FTX.

6. Coordinating Instructions

- a. 2d Bde FTX Control Headquarters will be established NTL _____ at grid coordinates 167648.
- b. 2d Bde trains to be located at grid coordinates 171643.
- c. FTX termination will be directed by senior C/E. An informal field critique of the evaluated unit will be conducted immediately following each task force mission, time permitting.
- d. A formal critique will be conducted by the senior C/E at a time and place to be designated.
- e. C/E school will be conducted on _____. Details will be published separately.

7. Communications

- a. Exercise Control Headquarters will operate the following nets for both the Task Force and the OPFOR.
 - (1) Bde Command Net (Secure)
 - (2) Bde Admin/Log Net
- b. Exercise Control Headquarters will operate a separate Control/Evaluation Net for conduct of conduct/evaluation functions during the exercise.
- c. C/Es will utilize the control nets for control purposes and will monitor, to the extent possible, the tactical nets of the echelon of command being controlled.
- d. CEOI for the FTX will be current 52D CEOI with modification as required.

FOR THE COMMANDER:

(signed)
Terwal V. Lokmis
Major, Infantry
Asst. Adjutant

DISTRIBUTION: Special

ATTACHMENTS: A - Schedule of Events (omitted)
 B - Intelligence Plan (omitted)
 C - Operational Plan (Sample OPORD attached)
 D - Control and Evaluation Plan (omitted)
 E - Administrative and Logistic Plan (omitted)
 F - Safety Plan (omitted)
 G - Operational Security Plan (omitted)

Copy No. ____ of ____ Copies
2d Bde, 52d Mech Div
Ft. Carson, CO Cen 19
27 February 19____

OPORD 12

Reference: Special Map, Series V7710, Fort Carson and Vicinity, Edition 2-DMATC,
1:50,000

Time Zone Used Throughout the Order: TANGO

Task Organization:

TF 1-44
A/1-44 Mech
B/1-44 Mech
C/1-44 Mech
A/1-2 Armor
B/1-6 FA (Dedicated)

TF 1-2
B/1-2 Armor
C/102 Armor (-)
C/1-78 Mech
1/A/52d Engr

TF 1-78
A/1-78 Mech
B/1-78 Mech
2/C/1-2 Armor

Bde Co
1-6 FA (-); DS
A/52d Engr (-); GS
A/1-52 ADA; DS

1. SITUATION

a. Enemy Forces

- (1) 40th G Tk Div has broken contact and withdrawn to the south.
- (2) Photo Interpretation teams show OPFOR reinforcing vicinity PUEBLO, with indications that OPFOR may counterattack in near future.

b. Friendly Forces

- (1) 52d Mech Div continues to advance to regain contact, with 1st Bde on the east (left), 2d Bde on west (right), 3d Bde in reserve following 1st Bde.
- (2) 1-23 Cav protects division east flank.
- (3) 10th Inf Div operates to west of 52d Mech Div.

c. Attachments and Detachments. Task Organization.

2. MISSION

2d Bde passes through 201st Armd Cav Regt 020700 Mar, secures Routes 12 and 14 in zone, prepares to continue atk to south.

3. EXECUTION

a. Concept of Operation: Annex A (Operations Overlay)

(1) Maneuver. 2d Bde passes through 201st Armd Cav Regt and attacks with TF 1-44 on right (west), TF 1-2 on left (east), TF 1-78 in reserve, secures Routes 12 and 14 between RJ 13P (0855) and RJ A14 (2052) inclusive; prep to cont atk to the south.

(2) Fires. Priority of fires TF 1-44. Annex B (Fire Support)

b. TF 1-44: Atk in zone, maintain contact with 10th Inf Div elements to west, report crossing phase lines.

c. TF 1-2: Atk in zone, maintain contact with 1st Bde elements to east, report crossing phase lines.

d. FA

- (1) 1-6 FA (-) DS
- (2) B/1-6 FA, dedicated to TF 1-44, o/o DS

e. ADA

A/1-52 ADA, DS

f. Engr

- (1) 1/A/52d Engr: Atchd TF 1-2
- (2) 2/A/52d Engr: Atchd TF 1-78
- (3) A/52d Engr (-): GS

g. Bde Trains: Remain in present position o/o displace to vic 105615.

h. Reserve: TF 1-78, follow TF 1-44; prep to assume mission of either TF 1-44 or TF 1-2 in that priority.

i. Coordinating Instructions

- (1) Lead TFs coordinate passage of lines in zone.
- (2) Annex C (Engineer)
- (3) Annex D (Road Movement Table)

4. SERVICE SUPPORT

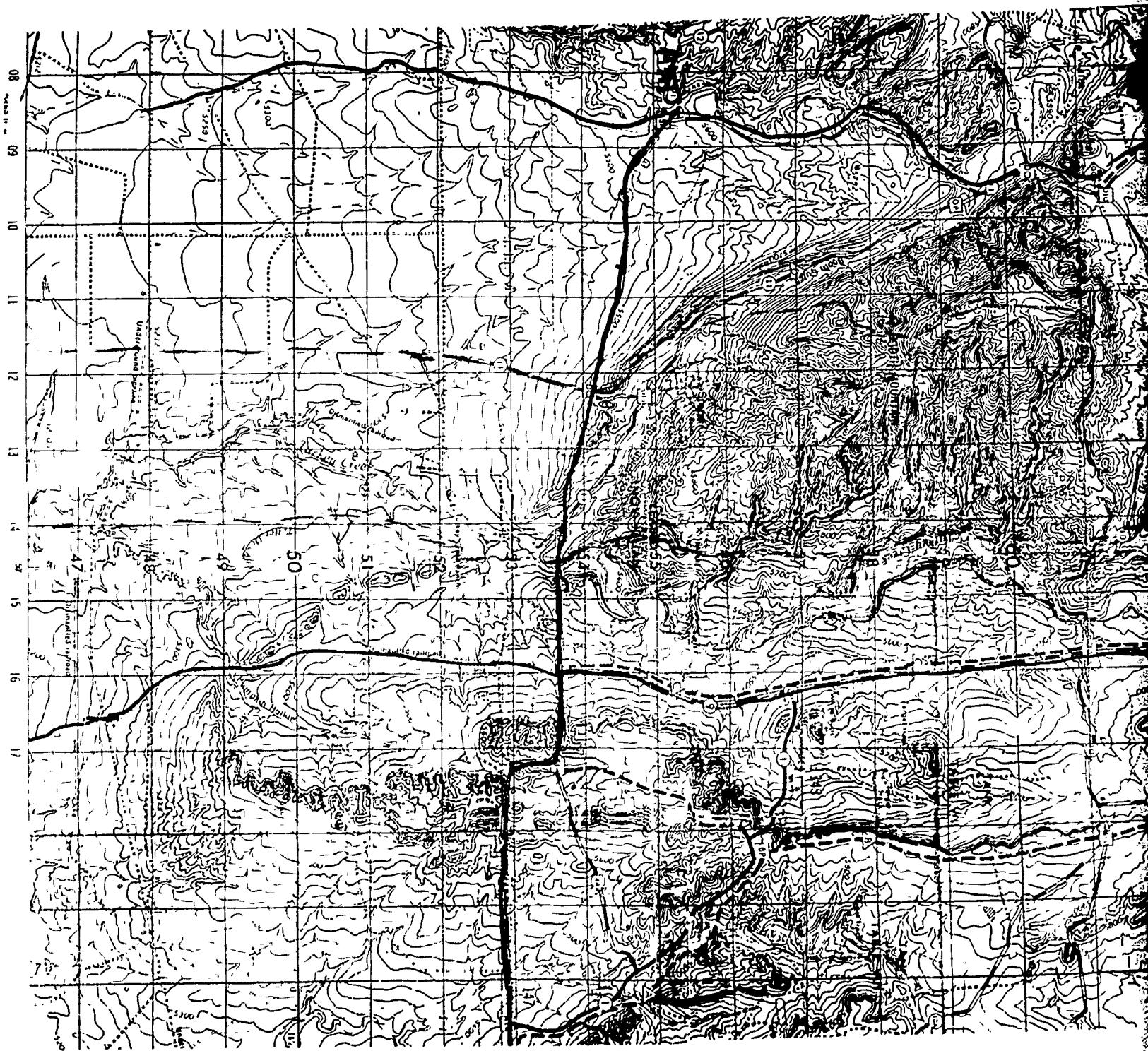
Annex E (Service Support)

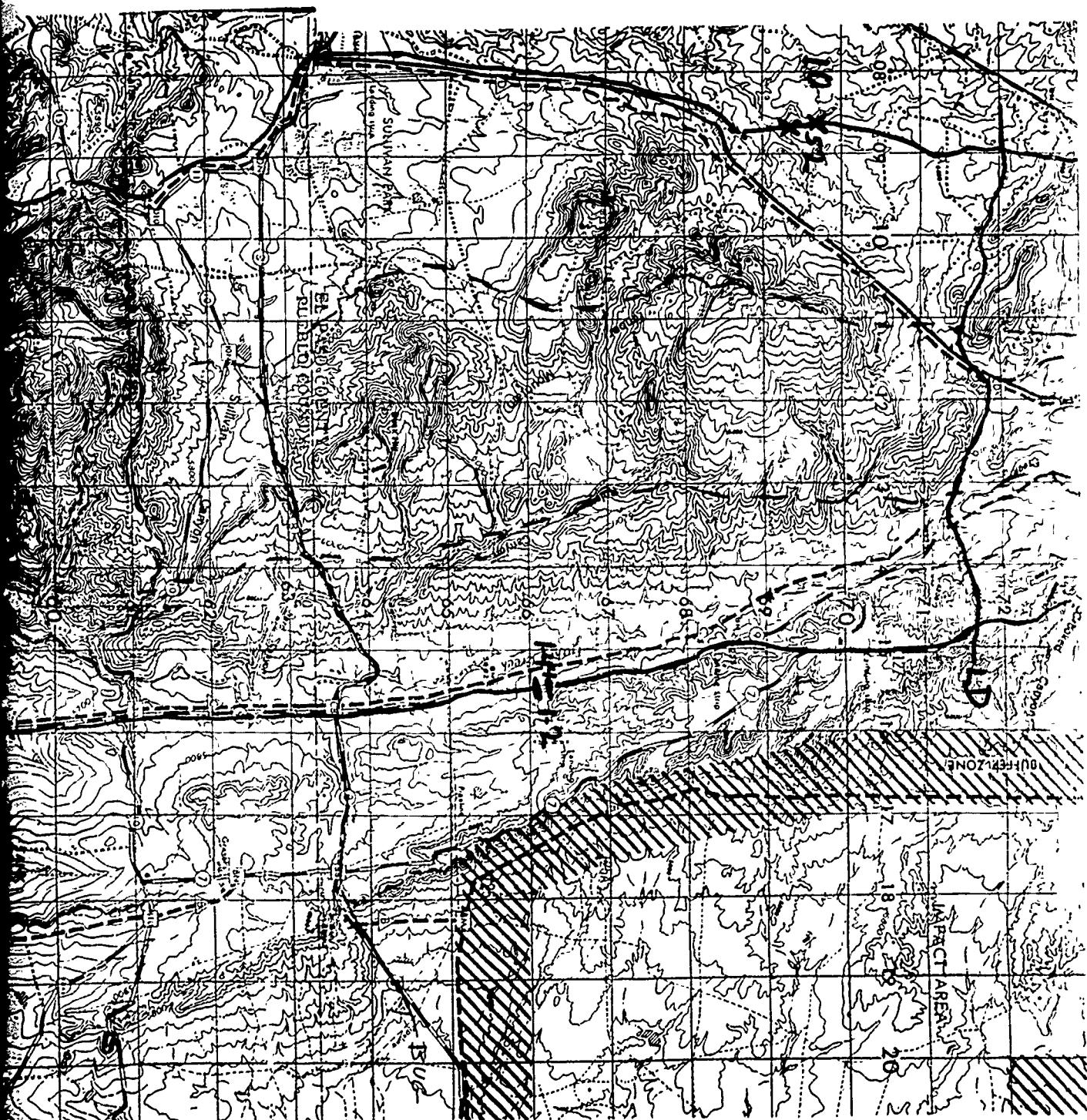
5. COMMAND AND SIGNAL

- a. Bde TOC remain in present position; o/o displace to vic WHITE BUTTE (1657)'
- b. Annex F (Communications-Electronics) CEOI Index 3-2. Listening silence until H-5 minutes.

Acknowledge.

ATTACHMENTS: A - Operations Overlay
B - Fire Support (omitted)
C - Engineer (omitted)
D - Road Movement Table (omitted)
E - Service Support (omitted)
F - Communications-Electronics (omitted)





1 2

APPENDIX E

DEVELOPING FINAL C/E REQUIREMENTS

The C/E personnel requirements evolved as the senior C/E and the planning/writing team went through the development, adaptation and war gaming of the evaluation plan sketch. Appendix D listed the factors taken into account and decisions made by the senior C/E concerning C/E personnel and C/E equipment support requirements.

The list shown on page 49 reflects the final documentation of the thought and revision process for C/E personnel requirements for the movement to contact phase of the FTX.

C/E AND C/E SUPPORT REQUIREMENTS
MOVEMENT TO CONTACT PHASE - 0800 - 1800 DAY 1

		Requirements					
Unit Element	No.	Grade	Title	Qual	Vehicle	Radio	
TF	1	Col	Senior C/E	BnCmd	1	3	
	1	Maj	Dpt Sen C/E S2/S3	Bn S-3	1	2	
	1	Maj	OPFOR C/E	CoCdr	1	2	
	1	Maj	S1/S4 C/E	S-4	1	2	
	1	Cpt	FSCOORD C/E	ARTY	1	2	
	1	Lt	Asst FSCOORD C/E	ARTY	1	2	
	1	Air Liaison Officer			Will provide own vehicle and radios.		
		1	OPFOR flight leader				
Comapny Teams	3	Cpt	CTM C/E	CoCdr	1	2	
	3	Lt/NCO	CoTM C/E	Plt Ldr/Plt Sgt			(per Co Tm C/E)
HHC	1	Cpt	HHC C/E		1	1	
	1	NCO	HHC C/E		1	1	
Platoons Mech Inf	9	Lt	Plt C/E	Plt Ldr (In)	1	2	
							(per Plt C/E)
Armor	3	Lt	Plt C/E	Plt Ldr (Ar)	1	2	
							(per Plt C/E)
Scout	1	Lt	Plt C/E	Plt Ldr (In)	1	2	
Sqd/Crews Redeye	1	Lt	Redeye C/E	Plt Ldr	1	1	

APPENDIX F

DEVELOPING EVALUATION PLANS

For a battalion level exercise, the senior C/E must review the command/staff mission 10-1, to decide which tasks he will: be able to observe/evaluate alone, or require information from C/Es assigned to evaluate the S1-S4 and FSSC, or require information from Co C/Es, in order for him to make judgements about the proficiency of the battalion.

Next, the senior C/E must review, in turn, the major task force ARTEP missions scheduled for the exercise, to decide, again which tasks and task elements he can observe and evaluate alone, or will require information and assistance from other Bn command/staff group C/Es or company C/Es, in order for him to make judgments about the proficiency of the battalion task force. He reviews the task within each TF ARTEP mission in conjunction with the exercise scenario, mission operations order, map and tactical control overlays, OPFOR plan, and supplementary ARTEP missions to decide where and when during the mission the tasks should be evaluated, and to decide what planned tactical interventions he must have to effect the action by the tactical unit. He reviews the guidance received from the division commander and the battalion commander to see if it applies to the tactical unit/leader actions during the course of the mission. He also reviews the maneuver company-major mission T&EOs, identifies tasks and actions he wants the C/Es to pay particular attention to, and provides cues to observation and evaluation.

After completing the reviews of all materials, the senior C/E develops a consolidated list of instructions for C/Es for each separate major TF mission.

Specific Actions for Movement to Contact Phase of FTX

In reviewing the command/staff group mission 10-1, the senior C/E decides that he and the other C/Es assigned to the command group will be able to observe a great majority of the command/staff group tasks without input from the company C/Es.

The senior C/E reviewed the T&EO of the first major mission scheduled for the task force—movement to contact. At the same time, he reviewed the supplemental mission; 9-4 Defense Against Air Attack.

He traced through the tasks/actions of the TF in accomplishment of the 8-1 MTC mission. He identified items in the standards column of the T&EO that required information about status or actions of the companies to make judgments about the battalion. As he identified these items, he listed them in the order the input requirement would appear in conduct of the mission.

He reviewed the mission 9-4 Defense Against Air Attack, and found that the required actions as listed in the standards column of the T&EO were actions required of Co Cdrs, Plt Ldrs, vehicles, and individuals. He made a note to tell Co and Plt C/Es during the POI about their requirements for observation/evaluation of the tactical unit's air security measures immediately preceding and during the simulated air strike, and for them to assess casualties based on tactical units' reactions and report the casualty assessments to him.

He next reviewed the company movement to contact T&EO. As he reviewed the 8-10-B, Conduct the Movement, he recalled that company commanders in his own brigade had experienced difficulty in the correct use and placement of their organic antitank weapons and mortars during a training exercise. He made a note to have Co C/Es observe TOW/mortar placement during the mission.

Finally, the senior C/E reviewed his notes from the initial planning conference, looking for items deserving special attention or evaluation during the course of the mission. He recalled that the Bn commander had expressed interest in determining how well the Co Cdrs and companies reacted to incoming indirect fire. He chose a likely location for indirect fire to occur, and made an observation requirement for Co and Plt C/Es to check tactical leader/unit reactions when the indirect fire occurred.

After reviewing all materials, the senior C/E reviewed and consolidated his notes, and prepared a list of reporting observation and evaluation requirements for Co C/Es for the major movement to contact mission. The requirements were keyed to events in the Bn TF movement to contact mission, and followed the anticipated flow of events from OPORD delivery to end of mission execution. He had copies of these instructions, Co and Plt movement to contact T&EOs reproduced for each Co/Plt C/E, to be distributed at their initial meeting and reviewed in the control and observation lesson plan of the POI.

Mission Actions	Co C/Es Report:	Co/Plt C/E Look for:	Notes
Bn start the movement.	When Co Tm crosses LD, what formation they are in.		
Movement in progress.	If overwatch positions between companies are adequate.	Placement of tanks and AT wpons in overwatch. Tactical movement of sqd/crews, 9-10.	
9-4 Defense Against Air.	<ul style="list-style-type: none"> - When attack occurs. - Number and type of casualties assessed. 	<ul style="list-style-type: none"> - Air guards before. - Unit/leader actions or contact. - Air guards after. 	Assess casualties.
Cross phase line Bag.	Disposition, formation of Co team.		Redeye sec eval.
Indirect fire.	Number of casualties assessed.		
React to light contact ATW.	<ul style="list-style-type: none"> - When 1st contact occurs and Co Cdrs immediate reactions. - If Co Cdr requests additional indirect fire support. 	<p>Troop-leading procedures, leader coordination.</p> <p>Same</p> <ul style="list-style-type: none"> - Commo/coordination in continuing movement. 	
Conduct Route Recon. (Scout)		Scout Plt C/E conduct eval. look for reporting.	
Cross phase line Ant.	Crossing of PL, disposition of Co Tm.		
Direct OPFOR engagement.	<ul style="list-style-type: none"> - When contact occurs. - Co team actions. - If indirect fire support requested, type/amount. 	<ul style="list-style-type: none"> - Reporting of contact, deployment of team. - Call for indirect fire. 	
Maneuver against OPFOR.		Co Tm leader planning coordination, TLP. Plt same speed of sqd/crew reaction to orders.	
Commitment of reserve force.	Number of casualties assessed.	Reporting of casualty situation Plt/Co.	

APPENDIX G DEVELOPING CONTROL PLANS

The first major task force mission phase of the FTX in accordance with the evaluation plan developed by the planning/writing team was:

	Task Force	Company	Platoon	Sqd/Crew
Movement to Contact	X	X		
Defense Against Air Attack	X	X		
Tank/Mech: Movement to Contact			X	
Scout Route Reconnaissance			X	
Mech Squad: Movement to Contact				X
Redeye Sec: Air Defense Support				X
Arm/Mech Vehicle Crew: Tact. Move.				X

In developing his control plan for this phase, the senior C/E first reviewed the tactical controls that were identified during the map and terrain reconnaissance and finalized during the war gaming session for the phase. He wrote the following description of the mission phase for his control plan:

"The mission will be executed from north to south in a sector approximately 8 kilometers wide which is bounded on the east by route 9. The line of departure (LD) is along a trail that extends from grid coordinates 090720 to 148718. Phase line (PL) Bug is along route 8 extending from grid coordinates 080633 to 158636 and PL Ant along route 12 extending from grid coordinates 087553 to 160537. Tactical air (four A-10s) from Nellis AFB are to be on station from 0745 to 0805 hours. The advance elements of the OPFOR, which will be located along the northern foothills of Booth Mountain, will withdraw after initial contact along the trail running south from grid coordinates 11610 to 122541. The advance element will then proceed south along route 11 to join the main body of OPFOR at approximate location 117521."

Next the senior C/E reviewed his evaluation plan for the mission, and decided what additional control actions or planned interventions would be needed. He felt that he needed regular reporting intervals of the Co Tms progress, as the task force began the movement. He also added a reporting requirement as the units crossed route 10 so he could instruct the

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OPFOR to begin contact. Finally, the senior C/E decided to have the C/Es inflict enough casualties during the actual engagement to cause the TF commander to commit the reserve force. He felt that this type of planned intervention aided realism, and offered the TF staff valuable training. His decisions resulted in the following control actions.

- (1) **Desired Event:** Air attack on task force at 0745 hours along a front extending from 080650 to 155655.
- Control Required:** Ensure that task force is at proper locations at scheduled time of attack.
- Control Actions:** Company C/Es report crossing of LD and position location at 1000 meter intervals as task force moves south. Senior C/E controls rate of task force movement by informing battalion commander that the task force is ahead of or behind task force on flank.
- (2) **Desired Event:** Subject the task force to indirect fire after crossing PL Bug but before crossing route 10.
- Control Required:** Ensure that indirect fire is placed on the task force between PL Bug and route 10.
- Control Actions:** Company C/Es report crossing PL Bug. Senior C/E directs company C/Es to simultaneously place indirect fire on the task force after all elements have crossed PL Bug but before the lead elements have crossed route 10.
- (3) **Desired Event:** Subject the advance elements of the task force to ATW fire as route 10 is crossed.
- Control Required:** Ensure that the OPFOR advance element is aware of the location of the task force advance elements.
- Control Actions:** Company C/Es report crossing route 10. Senior C/E informs the OPFOR element of the time to bring which task force elements under ATW fire. Senior C/E directs the OPFOR element to withdraw immediately after placing ATW fire on the task force advance elements.

- (4) Desired Event:** Task force conducts a route reconnaissance along the trail extending from grid coordinate 111610 to 122541.
- Control Required:** Ensure that the task force conducts a route reconnaissance along the trail.
- Control Actions:** After the OPFOR advance element has withdrawn from the northern foothills of Booth Mountain, the senior C/E requests the battalion commander to provide a route report for the trail.
- (5) Desired Event:** Commitment of reserve task force (TF 1-78).
- Control Required:** Ensure that TF 1-44 becomes decisively engaged with the OPFOR main force.
- Control Actions:** Company C/Es report when TF 1-44 elements cross PL Ant. Senior C/E directs OPFOR to engage TF 1-44 elements and company C/Es to inflict heavy casualties on TF 1-44. Senior C/E terminates mission when TF 1-44 commander requests commitment of reserves (TF 1-78).

APPENDIX H

C/E DUTY ASSIGNMENTS

Page 60 presents an example of a controller/evaluator assignment roster for the movement to contact phase of the 1/44 External Evaluation FTX.

The roster should be constructed after receiving the names of those individuals available for C/E duty from the G-1, and distributed to each C/E as part of his information packet. It is to be used in conjunction with the final evaluation plan sketch and schedule as developed in Appendix C. In addition to giving the C/E designates unit assignments, the roster also provides the C/E specific areas that he must be tactically and doctrinally proficient in before he can participate in the exercise. When provided early, it allows the C/E time to do any individual preparation necessary.

In addition to the roster, the times, locations and dates of the C/E training should be provided.

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EXTERNAL EVALUATION
1/44 I (M) ____ JUN TO ____

C/E ASSIGNMENT ROSTER

UNIT ELEMENT	INDIVIDUAL C/E ASSIGNED	MISSION C/E ASSIGNMENTS									
		10-1	8-20	8-1	9-4	8-10	8-21	8-36	8-30	8-43	9-10
Bn Cdr	COL Johnson	✓		✓	✓			✓			
XO											
S-2/S-3	MAJ A. Sante	✓		✓	✓			✓			
S-1/S-4	MAJ J. Baker	✓		✓	✓						
FSCOORD	CPT R. Rogers	✓		✓							
FIST	1LT S. Bresenski			✓							
81mm Mortar											
OPDOR Control	CPT K. Tinsdale			✓			✓		✓		
OPFOR (Air)	TBA				✓						
HHC	CPT J. Rodriguez					✓					
	SFC F. Turbold		✓								
Sig											
Mnt											
Med	1LT B. Bentlee			(Treatment/Evacuation of Casualties)							
A Co (I)	CPT A. Sixt 1LT F. Johnson				✓		✓				
1st Plt	1LT S. Meyers				✓		✓		✓		
2d Plt	1LT J. Rothstein				✓		✓		✓		
3d Plt	SFC S. Seven				✓		✓		✓		
B Co (I)	CPT T. Hardy 2LT J. Bigley				✓		✓				
1st Plt	1LT F. Still				✓		✓		✓		
2d Plt	1LT M. Stantley				✓		✓		✓		
3d Plt	2LT G. Jerrue				✓		✓		✓		
C Co(I)	CPT H. Whippler SFC S. Sender				✓		✓				
1st Plt	1LT V. Brunski				✓		✓		✓		
2d Plt	SFC D. Diaz				✓		✓		✓		
3d Plt	2LT C. Cormer				✓		✓		✓		
A Co (1/66 Arm)											
1st Plt	1LT D. Thrust				✓		✓		✓		
2d Plt	1LT J. Stillwell				✓		✓		✓		
3d Plt	1LT S. Smith				✓		✓		✓		
Scout	1LT K. Kron									✓	
Redeye Sec	1LT B. Brandt										✓

APPENDIX I
CONTROLLER/EVALUATOR (C/E) STANDING OPERATING PROCEDURE (SOP)

The SOP shown below is a representative example of details and procedures that apply to a C/E throughout an FTX. The procedures are developed by the senior C/E or his assistants after they have carefully reviewed the requirements for the total exercise.

1. Purpose: Describe procedures for controller/evaluators to be in effect during external ARTEP evaluation of 1/44 Inf(M) from _____ to _____.

2. Uniforms and Equipment:

a. C/Es will wear the same uniform as 1/44 Inf with the following distinguishing items:

(1) Brown camouflage garnish strip around the lower edge of the headgear; and

(2) Brown camouflage garnish strip on the left sleeve.

b. C/Es will carry the same equipment (ALICE, sleeping bags, etc.) to the field as the evaluated unit minus weapons.

c. All C/E vehicles and radios will be brought to the 1/78 Inf motor pool NLT _____ hrs. _____, 19 _____. At that time vehicles and radios will be thoroughly checked and tested. Unserviceable vehicles and radios will be replaced immediately by like equipment from the parent unit. Each PRC-77 radio will have a minimum of two fresh spare batteries. After testing, vehicles and radios will be secured in the 1/78 Inf motor pool until the start of the exercise.

d. 1/78 Inf is responsible for maintenance and evacuation of C/E vehicles and equipment. Admin/Log net will be used to request maintenance/evacuation support.

3. Supplies

a. Class I - C/Es will draw Class I from the units they are evaluating. 1/78 Inf will issue each C/E 3 meals, combat, individual for emergency use.

b. Class III - Every C/E vehicle will carry a full 5-gallon can of fuel. 1/44 Inf units will refuel C/E vehicles as needed.

c. Class V - C/Es will draw pyrotechnics at Brigade TOC between _____ hrs
_____, 19 ____.

d. Water - 1/44 Inf units will provide potable water to C/Es as required.

3. Communications

a. **Nets.** There will be 3 major control/evaluation nets; the primary C/E net, the admin/log net, and the OPFOR/tactical net. Net assignments on Tab 1.

b. **Call Signs and Frequencies.** Call signs on Tab 1. Frequencies by exercise CEOI.

c. **Radio Checks.** C/Es will conduct radio checks after the Bn Cdr has given the OPORD to the company commanders, prior to each mission.

d. Communication Procedures

(1) Senior C/E will:

(a) Monitor the Bn tactical unit command net.

(b) Use the brigade command net to control the actions of the tactical unit with scheduled or unscheduled tactical interventions or any administrative interventions necessary.

(c) Use the primary C/E net to ask for and receive planned reports of tactical unit positions and actions from Co C/Es to direct Co C/Es to make special observations and to use simulations to effect unscheduled tactical interventions.

(2) Co C/Es will:

(a) Monitor their respective company unit tactical net.

(b) Use the primary C/E net to report to the senior C/E on Co positions status with respect to checkpoints and phase lines, deviations from Bn Cdrs guidance that may impact the mission or controller-planned scenario, effects of scheduled and unscheduled tactical interventions.

(c) Use the primary C/E net to request and receive reports from Plt C/Es.

(3) During the exercise Plt C/Es will:

- (a) Monitor the company net or their platoon's net if platoon nets are established.
- (b) Use the primary C/E net to report to Co C/E on: platoon position and actions, deviation from Co Cdrs guidance that may impact mission or controller-planned scenario, effect of scheduled and unscheduled tactical interventions on unit locations and actions.

e. Special Instructions

- (1) Do not transmit on the tactical unit push. The exception is in case of a flagrant safety violation or in case of an actual emergency.
- (2) The primary C/E net is crowded. Keep transmissions short. Co C/Es and platoon C/Es can use alternate frequencies for long reports. Return to the primary C/E frequency as soon as possible.
- (3) Follow chain of command. Plt C/Es will contact Co C/E in case of unusual situations or problems. Co C/E will screen and pass any important information or messages to battalion C/E.

4. ARTEP Control Centers

a. Brigade TOC will be located initially at _____.
Brigade TOC will perform functions per its SOP.

b. C/E meetings will be held at the conclusion of each mission to have C/Es report on their observations, to allow senior C/E to provide necessary changes/guidance, and to finalize plans for the next mission. These meetings will be held in the vicinity of the battalion TOC, with exact location to be selected by the senior C/E. Attendance at these meetings is limited to the following:

- Senior C/E
- Battalion staff C/Es (S1/4, S2/3, FS COORD, Signal)
- Company C/Es

5. C/E Activities

a. General. C/Es are to stay tactical at all times. Special care should be taken to preclude disclosure of the evaluated unit's location by unnecessary movement, noise, skylining, etc.

b. Pre-Mission. Before each mission, C/Es will:

- (1) Attend C/E briefing by next higher C/E on mission, C/E unit assignment, special instructions. Annotate maps as necessary.
- (2) Attend unit briefing with counterpart. Observe dissemination of unit order. Note any discrepancies between C/E and unit briefing.
- (3) Attend briefing given by counterpart to subordinates. Note any discrepancies between unit briefing and briefing to subordinates. Notify counterpart where C/E and C/E vehicles will be during mission. C/E will normally travel with or immediately behind counterpart.
- (4) Observe unit preparation for mission.
- (5) Check C/E vehicle and equipment.

c. During Mission

- (1) Observe mission execution. Note durations from plan and/or doctrine, and outstanding good and bad actions. C/E will not intervene in the mission execution except when absolutely necessary to prevent danger to soldiers or as required by the C/E plan to maintain control of the operation.
- (2) Transmit required reports to next higher C/E.
- (3) Notify next higher C/E of extraordinary situations which may require unscheduled intervention to maintain control of the operation.
- (4) Execute orders of next higher C/E.

c. Post-Action

- (1) On order of next higher C/E, notify counterpart when mission is terminated.
- (2) Meet with next higher C/E to discuss significant tactical events and report good and bad performance.

- (3) Debrief counterpart and his immediate subordinates by guiding a discussion of the tactical events that occurred during the mission.
- (4) Assist as needed in preparation of formal post-exercise feedback package.

TAB 1 APPENDIX I
NET/CALL SIGN ASSIGNMENT SHEET

External Evaluation

1/44 In (M) _____ June to _____

Communication Control Plan

C/E Unit	1/44 Element Assignment	Primary/Alternate and Internal Net Assignment	Call Sign
Senior C/E	1/44 Bn Cdr-XO	1/78 Bn Cmd/Admin Log	CE 06 CE 06
S-2/S-3 C/E	1/44 S2-S3	1/78 Bn Cmd/Admin Log	CE 03 CE 03
S1-S4 C/E	1/44 S1-S4	1/78 Bn Cmd/Admin Log	CE 04
FSC C/E	1/44 FSCOORD-FIST	1/78 Bn Cmd/Admin Log	
Asst	FIST - 81mm		
OPFOR C/E (Cdr)	OPFOR	1/78 Bn Cmd/Admin Log	CO 06
OPFOR Element 1		1 Plt A Co 1/82	CO 06
OPFOR Element 2		2 Plt A Co 1/82	CO 02
OPFOR Element 3		3 Plt A Co 1/82	CO 03
OPFOR Air	Air		
HHC C/E	1/44 HHC	1/78 Bn Cmd/Admin Log	CH 01
HHC C/E Asst	1/44 Sig, Mnt	1/78 HHC	CH 01A
HHC C/E (Med)	1/44 Med Plt		CH 01M
A Co C/E	1/44 A Co Cdr	1/78 Bn Cmd/Admin Log	CA 06
A Co C/E Asst		1/78 A Co	CA 06A
A Co 1st Plt C/E	1st Plt	1/78 A Co	CA 01
A Co 2d Plt C/E	2d Plt	1/78 A Co	CA 02
A Co 3d Plt C/E	3d Plt	1/78 A Co	CA 03
B Co C/E	1/44 B Co Cdr	1/78 Bn Cmd/Admin Log	CB 06
B Co C/E Asst	1/44 B Co	1/78 B Co	CB 06A
B Co 1st Plt	1/44 B Co 1st Plt	1/78 B Co	CB 01
B Co 2d Plt	1/44 B Co 2d Plt	1/78 B Co	CB 02
B Co 3d Plt	1/44 B Co 3d Plt	1/78 B Co	CB 03
C Co C/E	1/44 C Co Cdr	1/78 Bn Cmd/Admin Log	CC 06
C Co C/E Asst	1/44 C Co	1/78 C Co	CC 06A
C Co 1st Plt	1/44 C Co 1st Plt	1/78 C Co	CC 01
C Co 2d Plt	1/44 C Co 2d Plt	1/78 C Co	CC 02
C Co 3d Plt	1/44 C Co 3d Plt	1/78 C Co	CC 03
Scout Plt	1/44 Scout Plt	1/78 Bn Cmd/Admin Log	CS 06
Redeye	1/44 Redeye	1/78 Bn Cmd/Admin Log	CV 06

APPENDIX J

RULES OF ENGAGEMENT/CASUALTY ASSESSMENT

SAFETY: VEHICLES WILL MAINTAIN AT LEAST 100 METERS SEPARATION FROM VEHICLES AND SOLDIERS OF THE OTHER FORCE. DISMOUNTED SOLDIERS WILL STAY AT LEAST 25 METERS APART FROM SOLDIERS OF THE OTHER FORCE. BLANK AMMUNITION WILL NOT BE FIRED DIRECTLY AT ANY SOLDIER WITHIN 20 METERS. GRENADE AND ARTILLERY SIMULATORS WILL NOT BE THROWN INTO VEHICLES OR WITHIN 5 METERS OF ANY SOLDIER.

Procedure

All evaluators may declare vehicles and soldiers casualties, based on their best professional judgment. Evaluators may impose casualties on elements they themselves are evaluating or on opposing elements.

Elements Under Evaluation. Whenever an evaluator, using his best professional judgment, deems that a vehicle or soldier(s) in the element he is evaluating would probably have been hit, e.g., because of reckless or overlong exposure to fire, he will declare that vehicle or soldier(s) a casualty.

Opposing Elements. When an evaluator notices, or is informed of, firing at opposing elements, he will estimate the effects of the fire. Factors that bear on his estimate include targets seen, range, weapons fired, etc. The evaluator will then use the evaluator radio net to inform the opposing element's evaluator of the casualties assessed on the opposing force. The opposing force evaluator will then tag the casualty.

Casualty Tags. The evaluator will tag every vehicle or individual declared a casualty. The tags will indicate the nature and extent of the damage/wound and the time the casualty occurred. The evaluator will also record this information and the identification of the casualty in his notebook for use in debrief, reports, etc.

Treatment of Casualties. Casualties will be evacuated according to unit SOP. The nature of the casualty will determine the extent of the evacuation. Lightly wounded soldiers will be treated at the battalion aid station and returned to their units. Seriously wounded soldiers will be evacuated to the medical clearing station at brigade trains, medically processed, then delivered to the brigade S-1 for reinsertion into the exercise as replacements. Soldiers declared killed will be evacuated to brigade trains, processed, and delivered to the brigade S-1 for reinsertion as replacements. Soldiers who are declared seriously wounded or killed will be kept out of the problem for a minimum of 12 hours. Lightly damaged vehicles and equipment will be evacuated to battalion trains and held for a minimum of 6 hours after arrival before being reinserted as resupply. Vehicles and equipment classified as seriously damaged or destroyed will be evacuated to brigade trains and

held for a minimum of 12 hours after arrival before being delivered to the brigade S-4. If the unit has submitted a proper requisition, brigade S-4 will then reissue the vehicle to the unit. Crews will stay with their vehicles. Individual weapons, protective masks and TA 50-901 will accompany the casualties. Crew-served weapons, communications equipment, CEOIs, ammunition and POL may be removed and redistributed among non-casualties.

Casualty Assessment

General. The evaluated unit must simulate firing before its evaluator can assess casualties on the opposing force. Small arms and machine guns use blank ammunition to simulate fires. Soldiers armed with the dual purpose weapons must simulate loading, aiming and firing the grenade launcher. Tanks, TOWs, DRAGONS, and recoilless rifles detonate are hand grenade simulator for every round fired.

Exposed Targets. Exposed, i.e., visible, vehicles and soldiers engaged at maximum effective range have a 50 percent chance of being hit. Evaluators may, therefore, assess 50 percent casualties on any element taken under fire at maximum effective range. As the range closes, effectiveness increases proportionately. At half effective range, exposed targets have a 75 percent probability of being hit. Table of effective ranges for weapons is on page 69.

Concealed Targets. Concealed targets are engaged by soldiers firing at probable and possible target locations, e.g., treelines. All ammunition except TOW and DRAGON will have some effect on targets in the area being fired on. Since this is not aimed fire, the effects are minimal. Targets are suppressed, i.e., they cannot move while being fired upon. Any target that moves is declared a casualty. Vehicles under fire must close hatches. In addition, the evaluator of the element under fire may impose casualties at random, but not more than 5 percent of the unit.

Covered Targets. Targets under cover, e.g., tanks in full defilade, are, by definition, protected. If fired upon, however, they are suppressed until the fire is lifted.

Indirect Fire. See page 71 for effects of indirect fire.

CASUALTY AND DAMAGE ASSESSMENT TABLE
DIRECT FIRE WEAPONS

All distances are in meters. Target, unless otherwise specified, means any vehicle or fortification.

Weapon	Minimum Range	Maximum Range	Backblast Area	Effect/Notes
Main Tank Gun, 105 or 152mm	—	1500	—	Destroys all targets and soldiers in, on, or within 10 meters.
TOW	65	3000	50	Destroys all targets and soldiers in, on, or within 10 meters. Gunner must track moving targets during simulated flight.
DRAGON	65	1000	30	Destroys all targets and soldiers in, on, or within 10 meters of target. Gunner must track moving targets during simulated flight.
90mm Recoilless rifle	30	200 (moving) 300 (stationary)	30	Destroys APC and kills all passengers. Stops, but does not destroy, tank, kills exposed crew or infantry.
LAW	10	200 (stationary) 100 (moving)	15	One LAW destroys APC and kills 25 percent of passengers. Second LAW kills rest of passengers. Three LAWs destroy a tank and kill entire crew.
Cal. 50 MG	—	700 (point individual) 1000 (point vehicle) 1600 (area)	—	Sustained burst destroys APC and kills all passengers. Kills exposed infantry and suppresses crawling or dug in infantry. Causes tanks to close hatches.
7.62 MG	—	200 (moving point) 600 (stationary point) 800 (bipod mount area) 1000 (tripod or vehicle mount area)	—	Destroys unarmored vehicles and kills all passengers. Kills exposed infantry and suppresses crawling or dug in infantry. Causes tanks to close hatches.
Rifle	—	250 (stationary) 100 (moving)	—	Kills exposed soldiers.
40mm grenade	—	200 (point) 350 (area)	—	Destroys APC and kills 25 percent of passengers. Kills exposed soldiers within 5 meters of simulated impact point.

Weapon	Minimum Range	Maximum Range	Backblast Area	Effect/Notes
Hand Grenade	—	25	—	Kills exposed soldiers within 5 meters of bursting practice grenade.
Claymore	—	—	—	Exposed soldiers within the casualty fan (maximum width 50 meters) or within radius of 15 meters are killed.
Antitank Mine	—	—	—	Stops, but does not destroy, tank, with no crew casualties. Destroys all other vehicles and kills all passengers and exposed soldiers within 10 meters.

CASUALTY AND DAMAGE ASSESSMENT TABLES
INDIRECT FIRE WEAPONS

Weapon	Area Covered By 1 Volley	Effect
81mm Mortar	100x50 Meter	Kills all standing, half of prone soldiers. Destroys radio antennae.
107 mm Mortar	200x50 Meters	Kills all standing, half of prone soldiers. Destroys radio antennae.
Artillery	300x150 Meters	Kills all standing, half of prone soldiers. Destroys $\frac{1}{4}$ of APC's in area. Stops, but does not destroy, $\frac{1}{4}$ of tanks in area.

APPENDIX K

SAFETY PROCEDURES

General

Safety is the responsibility of all personnel. To avoid training accidents, vehicles and equipment must be operated in accordance with recommended procedures and personnel must be observant and alert to unsafe acts and take corrective action when appropriate. The use of common sense by all personnel in all situations is the key to safety.

Responsibilities

(a) The senior C/E is designated as *safety director* during the conduct of ARTEP FTXs. As safety director he must be alert for violations of safety procedures and other conditions of weather, terrain, levels of training, etc., which may result in accidents. When such conditions are observed, he is responsible for taking action as appropriate to alleviate unsafe practices/conditions.

(b) Unit commanders are responsible for instructing participating personnel as prescribed safety precautions and for ensuring by supervision. Corrective action and example that a high standard of safety is established within their units.

Safety Standards

(a) Vehicle Operations

- All drivers must possess a valid military operator's license for the vehicle being operated.
- Vehicles must be operated within posted speed limits or at reduced speeds if weather or terrain conditions dictate.
- Ground guides must be used whenever backing vehicles.
- Personnel must not be permitted to ride on top of cargo carried on trucks, on the outside of truck cabs, on the top of armored personnel carriers or tanks, nor in trailers.
- Personnel must not be permitted to sleep in, under, or near parked vehicles or near roadways and trails where vehicles may be driven.

- Vehicles will be moved under *blackout* conditions in congested areas only when led by a guide with a hooded flashlight.
- Vehicle commanders and drivers are responsible for ensuring that all passengers are properly seated and that safety straps are used.
- When radio antennae are tied down, vehicle commanders must ensure that safety tips are affixed and that the free end is adjusted above the height of a walking man to preclude eye injuries.

(b) Ammunition, Explosives, and Pyrotechnics

- Blank ammunition must not be fired directly at personnel within 20 meters.
- Simulators, smoke grenades, flares, and other pyrotechnics must not be used when there is danger of causing grass or brush fires.
- Grenade or artillery simulators must not be thrown at or into the near proximity of personnel.
- Improvised booby traps and hand grenades must not be used unless approved by the senior C/E.
- Complete accountability of all munitions and pyrotechnics must be maintained by the unit to which issued.
- Pyrotechnics must not be fired at aircraft.

Accident Reporting

(a) An immediate report must be submitted in accordance with local SOPs in the event of a serious or fatal accident or a troop movement accident which could receive national publicity.

(b) Minor accidents will be reported in accordance with local SOPs. Such reports will be prepared as soon as possible but not later than 15 days from the date of the occurrence.

Weather Injury

Unit commanders are responsible for ensuring that all personnel are properly indoctrinated, trained and equipped for the prevention of weather related injuries.

APPENDIX L
THE C/E PROGRAM OF INSTRUCTION

TAB 1 APPENDIX L
LESSON PLAN NUMBER 1

TITLE: Controller/Evaluator Orientation

HOURS OF INSTRUCTION: One

INSTRUCTOR REFERENCES:

- 1. ARTEP 71-2
- 2. ARTEP FTX Scenario Documents
- 3. Unit Tactical SOPs

INSTRUCTIONAL AIDS:

- 1. Chalk/Chalkboard, or Similar
- 2. Map, Mock up, Sandtable, etc.

STUDENT EQUIPMENT:

- 1. Notebooks, Pencils
- *2. Handouts (Review prior to class)
 - a. Training Schedule
 - b. FTX Scenario Document

PERSONNEL REQUIREMENTS:

- 1. Senior Controller/Evaluator (Primary Instructor)
- 2. ARTEP Sponsor's Representative

TROOP REQUIREMENTS: None

OUTLINE OF MATERIAL TO BE PRESENTED

- 1. Commander's Guidance
- 2. Orientation to Exercise
- 3. Hand Out Training Materials

*(NOTE: It is preferable to pass out these documents to the students in advance, so that they can prepare for both the formal instruction and the ARTEP exercise.)

FORMAL LESSON PLAN

INTRODUCTION (Senior Controller/Evaluator)

Good morning/afternoon, I am _____ (name) from _____ (unit). I have been assigned as senior controller/evaluator for the external evaluation (EXTVAL) ARTEP of the _____ (unit). Each of you has been assigned to assist me in that job. We will spend the next two days preparing for our individual and collective responsibilities.

We are very fortunate to have with us this morning, _____ (name), who is the _____ (billet) of _____ (unit). He has asked to say a few words to you about what will take place over the next few weeks.

PRESENTATION

Commander's Guidance (Division Commander or Representative)

Commander expresses his personal interest in the roles and responsibilities of the controller/evaluator (C/E); provides guidance and motivation, stressing the following points:

- The main purpose of the ARTEP is to *train*. *Control and evaluation* are only tools by which this training is enhanced and facilitated.
- The ultimate goal of the C/E is to improve the combat capabilities of the performing unit.
- Success of the ARTEP procedure ultimately depends upon how well the C/Es do their jobs.
- C/E duties go beyond "controlling" and "evaluating," and include:
 - planning,
 - coordinating,
 - rehearsing,
 - simulating,
 - observing and recording,
 - critiquing, and
 - preparing reports.
- The exercise is designed to train troops as well as leaders. Part of the C/E's responsibilities is to create and maintain the interest of all unit members throughout the exercise.

- C/Es will learn valuable lessons themselves—probably more than the performing unit members—which they can apply to their own unit's training programs.
- C/E should also evaluate the ARTEP procedure and their part in it. They should continually be alert for ways to improve both the C/E procedures and the related training which they are about to receive.

Orientation (Senior Controller/Evaluator)

S-3 outlines the general concepts of the proposed ARTEP exercise, including brief discussions of the following:

- Units to be trained/evaluated, to include identification of leaders.
- C/E assignments and the C/E chain of command.
- Brief outline of exercise, to include missions to be run, duration of exercise, special training objectives, etc.
- General orientation to terrain, training area(s) to be used, special hazards, etc.
- C/E logistical and administrative matters.
- Statement of time allocations. Resolution of any conflicts.

Hand Out Training Materials (Senior C/E)

Senior C/E allows command representative to depart, and begins the formal course of instruction.

Each of us here comes from a different professional background, yet during the upcoming ARTEP evaluation we will have to operate as a team, and a highly proficient one at that. This Program of Instruction (POI) assumes that each of you is tactically proficient, at least as much so as your counterpart in the performing unit. This course will help you sharpen your observation and evaluation skills, but it will not teach tactics; knowing tactics is your responsibility. Several things within this POI, however, are designed to assist you in that regard, specifically:

- I have established a doctrinal publications library, located _____ . It contains the reference

materials that you will need. Included are Soldiers Manuals, How-to-Fight Manuals, ARTEP 71-2, appropriate FMs, and unit tactical SOPs. If you need others, let me know, I will attempt to locate them for you.

- Now let's look at your C/E course training schedule. Note that references for each of the lessons are listed in the "Remarks" column.

(NOTE: Discuss training schedule.)

- Next, let's take a look at your packet of exercise-related documents. These include the operations plan (or LOI), control plan, OPFOR plan, safety instructions, etc. You should be familiar with each of these as we will make use of them as we develop our C/E plans and procedures.

(NOTE: Discuss each, and point out relevance to C/E duties.)

- You also will have access to the battalion/brigade TEC library, if you want to use those facilities to review basic tactical procedures and techniques.

CONCLUDING STATEMENT

We have a big job to do over the next two days, and each of you has an important part in it. The entire success of the _____ (unit) _____'s forthcoming ARTEP depends upon how well we do our jobs both individually and, more importantly, as a team.

TAB 2 APPENDIX L
LESSON PLAN NUMBER 2

TITLE: ARTEP Evaluation Exercises

HOURS OF INSTRUCTION: One

INSTRUCTOR REFERENCES:

- 1. ARTEP 71-2
- 2. Related Tactical Publications (SOPs)

INSTRUCTIONAL AIDS:

- 1. Chalk/Chalkboard, or Similar
- 2. Means to Display Prepared Graphics
- 3. Graphics 2-1 Through 2-6 (See Enclosure 1)
- 4. Handout 2-1—Sample T&EO (See Enclosure 2)

STUDENT EQUIPMENT: Notebooks, Pencils

PERSONNEL REQUIREMENTS: Senior Controller/Evaluator

TROOP REQUIREMENTS: None

OUTLINE OF MATERIAL TO BE PRESENTED

1. Definition of ARTEP
2. Purpose of ARTEP
3. Functions of the T&EO
4. C/E Duties—Before, During, and After the Exercise

STUDENT OBJECTIVES

1. Define and state the purposes of the ARTEP.
2. State the functions of an ARTEP T&EO.
3. List and define ten duties of a controller/evaluator.

FORMAL LESSON PLAN

INTRODUCTION

The training cycle begins with an ARTEP evaluation!

(NOTE: Display Graphic 2-1.)

I'll say that again . . . the training cycle *begins* with an ARTEP evaluation. That statement is doctrinal (ARTEP 71-2), but more importantly it sets the tone for what we are going to do during this POI, and subsequent ARTEP evaluation, and how we

are going to do it. It puts us, as controller/evaluators (C/E), in our place, so to speak. Most of your experiences have put you in a position where you viewed ARTEP evaluation as a to-be-dreaded test at the *end* of the training cycle. As you can see from this chart, the ARTEP evaluation exists primarily to support the unit's training program, by providing the commander with feedback on his unit's capability to perform its combat missions. From this feedback, he is able to develop his training plan, train to overcome the identified weaknesses, and, as the cycle indicates, re-evaluate, redevelop, and retrain. Our part in this, as controller/evaluators, is to help him to do that, to the best of our abilities.

During this period, we will look at the ARTEP evaluation *from the C/E's point of view*. It is important that we start now to think as C/Es, so that the planning we do over the next two days will prepare us to meet our specific ARTEP requirements.

PRESENTATION

Definition of ARTEP

(NOTE: Display Graphic 2-2.)

As we all know, ARTEP stands for: Army Training and Evaluation Program. The key words to us, as C/Es, are "training" and . . . (NOTE: Pause for student response) . . . "program," not "evaluation." Our job is to support the performing unit's training program. "Control" and "Evaluation" are just some of the tools that we will use to provide that support.

Purpose of ARTEP

Let's take a look at the purposes of ARTEP and see how we fit in.

(NOTE: Display Graphic 2-3.)

ARTEP 71-2 identifies combat-critical missions for all elements of the tank/mechanized infantry task force from squad, or tank crew, through battalion. These missions are identified as to the tasks which must be accomplished, the conditions under which they must be performed, and standards that must be met. As C/Es, we have to "make" those conditions exist, control the unit only to the extent necessary to provide them with the *opportunity* to perform the mission, then observe their performance, and evaluate it against those predesignated standards. The ultimate goal, of course, is to train the unit, and to provide it with feedback on their performance so that future requirements can be determined.

Functions of the Training and Evaluation Outlines (T&EOs)

The basic guidance for ARTEP evaluation comes from the T&EO, the Training Evaluation Outline. Let's take a look at one and see what kinds of information it provides to us.

(NOTE: Pass out Handout 2-1.)

This is the T&EO for a movement to contact mission for a tank/mechanized infantry platoon. Whereas this document provides fairly good guidance to the performing platoon, it raises more questions than it answers, and poses more problems than it solves, as far as we are concerned. Read it over, and "think C/E." We will have to decide how best to make these things happen, and how to observe and evaluate them when they do.

(NOTE: Use the following, and other, examples, and discuss.)

- Looking at page 6-13-1, paragraph 1, we could ask: Where on the ground? How much combat power for the OPFOR, and how do we know when we are getting the right amount? When and how do we break off the action?
- In paragraph 2, the words "proper," "minimize," and "excessive" require the C/E to make judgments based on his knowledge and observations. Ideally we should be reasoned and consistent in these judgments.
- Paragraph 3 lays out, in general terms, the evaluation procedure, and gives us an indication of the types of evaluations and judgments that we will have to make.
- On the second page (6-13-2), we see the standard "task, conditions, and training/evaluation standards" format used in the ARTEP evaluation. Again we see the same types of questions and problems that we did on the first page, only in more detail.

(NOTE: Discuss examples, as required.)

As you can see, the secrets to being an effective C/E are knowledge, planning, coordination, and a lot more hard work than any of us imagined.

C/E Duties

So far we have been looking at the ARTEP and the C/E's part in it from an almost philosophical point of view. We will now apply that philosophy to the specific duties that the C/E must perform before, during, and after the ARTEP evaluation exercise. I would like to begin by showing you what these duties are; then we will discuss each one in turn.

(NOTE: Display Graphic 2-4.)

Before the Exercise. Let's begin by looking at the duties that we must perform prior to the exercise.

- **Plan.** We are all familiar with the five "Ps"—Prior Planning Prevents Poor Performance. This old axiom applies even more to the C/E than the commander of the performing unit. The commander plans to encounter an unknown enemy force under a given set of conditions; the C/E must plan to define, employ, and control both the enemy force and the conditions. Planning for the C/E is a continuous process which permeates each of the other duties on this list.
- **Coordinate.** In order to appreciate the need to coordinate, we need to look at a schematic of the ARTEP evaluation process.

(NOTE: Display Graphic 2-5.)

Here we see the "wrap-around" nature of the C/E system, and get an idea of the types of interactions that must take place. Coordination will be close and continuous throughout the entire ARTEP process.

(NOTE: Discuss and use examples as required; then redisplay Graphic 2-4.)

- **Rehearse.** Generally speaking, the performing unit only gets one chance to perform each of the designated missions. Although *they* expect surprises, *we* do not want any. For this reason we will rehearse each mission at least twice; once here in the classroom, and as many times on the ground as it takes to work out our procedures and techniques.
- **Prepare.** The final pre-exercise duty is to prepare for the exercise itself. We will be compiling a list of preparation requirements as we proceed through our planning, coordination, and rehearsal activities.

During the Exercise

- **Control.** The scenario plan, including selection of terrain, mission orders, and play of OPFOR is designed to provide the unit in training an opportunity to perform its critical duties as described in the T&EO, and to perform them well or poorly. Evaluators must be ready to exercise controls to assure that the unit in training has this opportunity. Certain controls—i.e., mission briefings, and coordination with OPFOR—are exercised in every mission. Others will depend on the actions of the unit being evaluated. If the unit is wandering out of its lane, if safety practices are being violated, if the leader's implementation of his orders looks like it will produce muzzle-to-muzzle confrontations, then C/Es must intervene. It helps to preserve realism if these interventions take the form of questions or tactical orders—with the evaluator acting as leader of the next higher unit—rather than as administrative instructions. We must remember, however, that the purpose of the exercise is to provide units the opportunity to do well *or* to make mistakes. If a mistake will not endanger anyone, if it will not seriously interfere with the continued conduct of the exercise, then the C/F should allow it to happen. Controllers must take care *not* to usurp the freedoms of action that the exercise is designed to provide.
- **Communicate.** Critically important to the effectiveness of the C/E system is our ability to communicate. Proper use of control and tactical nets permits C/Es to control the problem and to evaluate performance of the unit and its leaders. Let's take a look at the communications plan for this exercise.

(NCTE: Display Graphic 2 6.)

As you can see, there are three nets: the tactical net; the control net; and the OPFOR net. Company and platoon-level C/Es are equipped to monitor tactical nets and to communicate on the control net. The senior C/E is equipped to monitor the battalion tactical net, the control net, and the OPFOR net. The OPFOR C/E operates on the OPFOR net and the control net.

Those of you who are company and platoon C/Es will the tactical net strictly for monitoring. You can listen to the leader's orders and reports. You can also evaluate radio procedure and COMSEC. You will use the control net to report positions and actions of your unit and to coordinate with other C/Es on observations of performance, and control of engagements.

The OPFOR C/E will be on the OPFOR tactical net and the control net. The OPFOR C/E will use the control net to transmit his observations to C/Es and receive instructions and reports from them. This link is critically important in areas of simulation and control. These and other communications instructions are included in your copies of the C/E operational procedures.

(NOTE: Redisplay Graphic 2-4.)

- **Simulate.** One of the C/Es responsibilities is to simulate battlefield conditions. This may include simulating weapons signatures and effects, assessing casualties and battle damage, and enforcing the rule of engagement.
- **Observe and Record.** It is during the exercise that we gather the information which we will use to evaluate the unit's performance. This involves observing the unit in action and recording our observations. Planning and coordination play a critical part in our observation activities. Observations should be based on "who, what, where, when, and why," and, generally speaking, be gathered in accordance with an observation plan. We will discuss observation plans during our next period.

After the Exercise

- **Evaluate.** Evaluation is one of the more critical parts of our C/E functions. It is here that we compare our observations, and those of our cohorts, with the standards outlined in the T&EOs. It is probably our most difficult and demanding job. It involves objectivity, knowledge, accurate observational information, and well-founded and impartial professional judgment. An important point is that, in general, the requirements differ from echelon to echelon. In the lower echelons, evaluations tend to be more specific, objective, and factual; whereas in the higher echelons they are more general, subjective, and theoretical. For example, where a platoon C/E might comment on movement techniques, use of cover and concealment, camouflage, etc., a company C/E would be more apt to concentrate on feasibility of the tactical plan, clarity of the OPORD, and overall execution. He would, however, use much of the factual input from the platoon and OPFOR C/Es to help him in his judgments. Quite frequently, the observations of another C/E, or the OPFOR C/E, are more valid than your own. For example, who can better evaluate your unit's use of cover and concealment, you or the C/E with the OPFOR? The keys here are planning and coordination.

- **Critique.** The critique is the way that the C/E system feeds back training-related information to the unit so that they can get maximum training/learning benefits from the mission exercise that they have just performed. Critiques focus on what evaluated units did incorrectly, and what they can do to correct their deficiencies and remedy their problems. They also take time to point out what was done well. Critiques will occur both on the ground, to give immediate feedback, and after the exercise, for a more complete review.

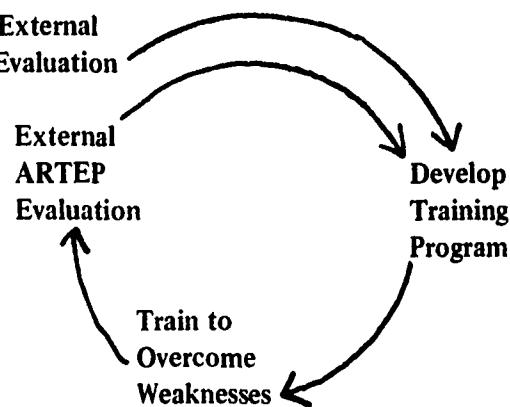
CONCLUDING STATEMENT

All of these duties contribute in one way or another to the overriding objective of training, which brings them all together. As we address each one of these duties, we will explain how it is related to training and what you as an C/E can do to insert training into these activities. The rest of this training session will be devoted to helping you master each one of the duties that we have just covered. To the extent possible, we will go through them step-by-step, so that essentially all you will have to do is follow the steps in order to produce a successful ARTEP exercise from the C/E standpoint. Keep your eyes on the overall training picture, so you can see how what you are learning now is related to your performance before, during, and after the exercise.

ENCLOSURE 1 - GRAPHICS

2-1

Internal/External ARTEP Evaluation



2-2

ARTEP
ARmy Training and Evaluation Program

2-3

ARTEP PURPOSES

- Establish tasks, conditions, and standards of performance for combat-critical missions.
 - Train the unit and evaluate its performance under simulated combat conditions.
 - Assess future needs.

2-4

C/E DUTIES

BEFORE

- Plan
- Coordinate
- Rehearse
- Prepare

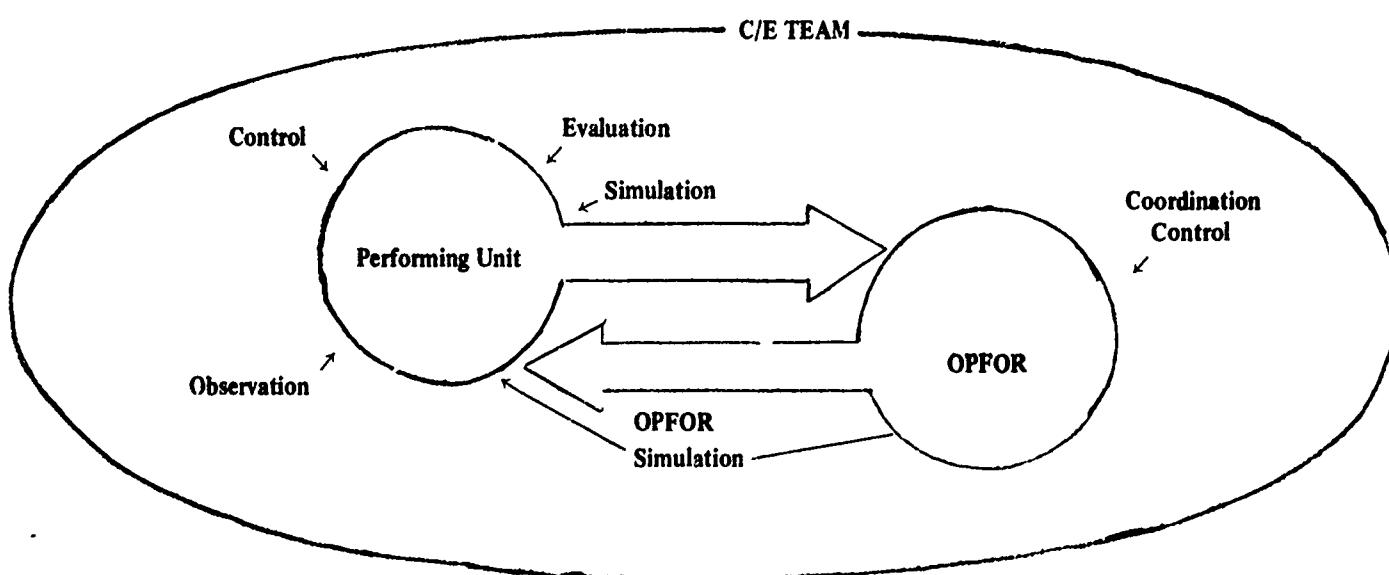
DURING

- Control
- Communicate
- Simulate
- Observe and Record

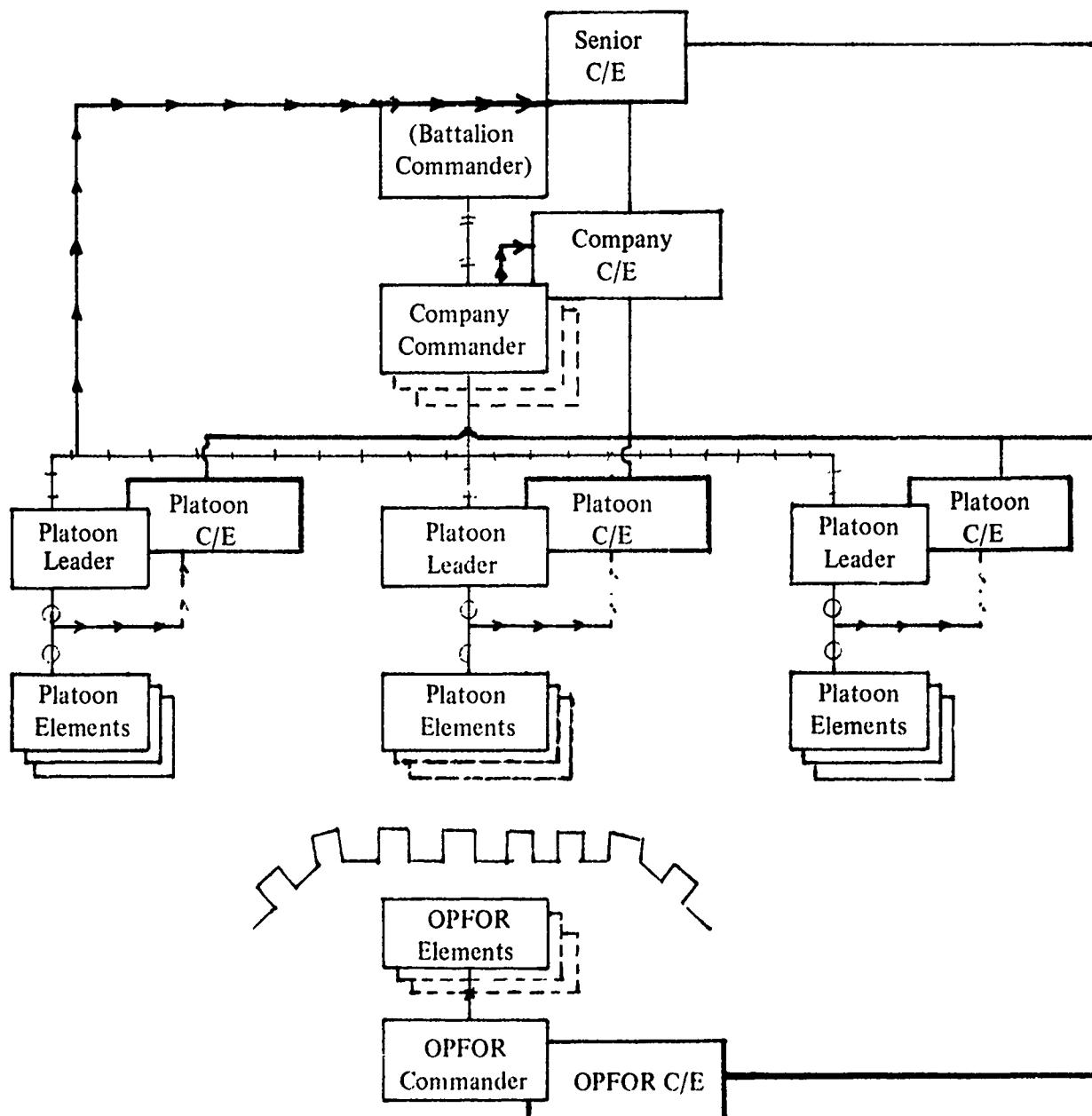
AFTER

- Evaluate
- Critique

2-5



**ARTEP EXERCISE TACTICAL/CONTROL
COMMUNICATIONS**



- | | |
|-----------------------|-----------------|
| ↔↔ Battalions Tac Net | — Control Net |
| ↔+ Company Tac Net | →→ Monitor Only |
| ↔— Platoon Tac Net | |
| →— OPFOR Tac Net | |

ENCLOSURE 2 - HANDOUT 2-1

APPENDIX 13 TO CHAPTER 6

TRAINING AND EVALUATION OUTLINE

UNIT: TANK/MECHANIZED INFANTRY PLATOON

MISSION: MOVEMENT TO CONTACT

1. GENERAL CONDITIONS

For the past 2 days, the opposing force has been withdrawing and has succeeded in breaking contact. Latest intelligence reports the opposing force is preparing to defend, but his exact location remains unknown. The platoon is the mounted lead element of a larger force whose mission is to locate and fix the main opposing force. The platoon's mission is to provide security to the main body, facilitate its movement, and eliminate any resistance that is within the platoon's capability. During the conduct of the mission, the platoon will encounter an element of the opposing force which is equipped with AK47 automatic rifles, RPD machineguns, RPG7's, and Sagger antitank weapons. The evaluator will vary the combat power of the opposing force depending on the action desired on contact.

2. PRIMARY TRAINING/EVALUATION STANDARDS

To receive a satisfactory rating, the platoon must:

- a. Conduct the movement with proper use of movement techniques, the terrain, and fire support to maximize the combat power of the platoon and minimize its exposure and vulnerability to opposing force fire.
- b. Determine the opposing force disposition and develop the situation without sustaining excessive casualties and equipment loss.
(Evaluator judgment.)

3. TRAINING/EVALUATION RESULTS

Check SAT or UNSAT on the following pages of this T&EO to indicate the unit's proficiency on each task for this mission. Trainers/evaluators will record, on an attached sheet of paper, or in the space provided, detailed observations of training deficiencies which need training emphasis. This T&EO and attached sheets should be provided to the unit as a basis for future training. The overall proficiency rating for this mission is determined from the performance of the unit on each task, the primary training and evaluation standards, and the evaluator/trainer's subjective judgment as to whether the unit would have been successful on the modern battlefield had it performed as it did in this exercise. Circle one of the following to indicate the overall combat proficiency of the unit on this mission:

Overall Proficiency: SAT UNSAT

TRAINING AND EVALUATION OUTLINE

UNIT: TANK/MECHANIZED INFANTRY PLATOON

MISSION: MOVEMENT TO CONTACT

ID#/TASK	CONDITIONS	TRAINING/EVALUATION STANDARDS	S	U
6-13-A Prepare for and conduct the movement.	In daylight, under the following conditions: a. Platoon leader is given an oral team commander's frag order which provides: (1) Opposing force and friendly situation and mission described in the general conditions. (2) Other necessary information (e.g., axis of advance, command and signal). b. Artillery/mortar fire is available upon request. c. Light resistance may be encountered during movement.	<p>Use correct movement techniques: traveling when contact is not likely; traveling overwatch when contact is possible; and bounding overwatch when contact is expected. Platoon's execution of these movement techniques optimizes the use of terrain to minimize the platoon's exposure and maximize its ability to deliver suppressive fires from the best available overwatch position. The platoon's movement must be characterized by aggressiveness and must maintain the momentum of the offense utilizing cover and concealment. Coordinate direct and indirect fire plan which provides adequate coverage of routes.</p> <p>If light resistance is encountered, platoon fights mounted (i.e., it uses its organic and supporting weapons to place suppressive fire on known/suspected opposing force positions). If infantry is forced to dismount (e.g., by opposing force fire and/or terrain), platoon executes action rapidly in a location which affords maximum cover and concealment. Carriers are positioned to provide overwatching suppressive fire to cover the movement of the dismounted element. Movement of the dismounted element is characterized by optimum use of the terrain to minimize its exposure to opposing force fire.</p>		
6-13-B Submit reports.	General and preceding conditions apply.	By secure means, report friendly location, nature of terrain, and opposing force situation.		

TAB 3 APPENDIX L
LESSON PLAN NUMBER 3

TITLE:	Planning for Control and Observation
HOURS OF INSTRUCTION:	Six
INSTRUCTOR REFERENCES	<ol style="list-style-type: none">1. ARTEP 71-22. Appropriate Tactical Publications3. Appropriate Unit SOPs
INSTRUCTIONAL AIDS:	<ol style="list-style-type: none">1. Graphics 3-1 Through 3-4 (See Enclosure 1)2. Handout 3-1—Sample Expanded T&EO (See Enclosure 2)3. Map, Mockup, Sandtable, etc.
STUDENT EQUIPMENT:	<ol style="list-style-type: none">1. Initiating Directives (Previously Issued)2. Supporting References, as required3. Expanded T&EOs (Blank or Partially Completed)
PERSONNEL REQUIREMENTS:	<ol style="list-style-type: none">1. Senior Controller/Evaluator (Primary Instructor)2. Exercise Planning/Writing Team Support, as required
TROOP REQUIREMENTS:	None

OUTLINE OF MATERIAL TO BE PRESENTED

1. Expanded T&EO
2. Planning for Control
3. Planning for Observation
4. Practical Application

STUDENT OBJECTIVES

1. Describe the differences between standard and expanded T&EOs.
2. Describe three methods of control.
3. Identify and develop procedures for control, coordination, and simulation.
4. Describe one time, recurring, and continuous actions.
5. Develop observation plans for tasks in ARTEP T&EO missions.
6. Construct expanded T&EOs from exercise control and evaluation plans, standard T&EOs and doctrinal literature.

FORMAL LESSON PLAN

INTRODUCTION

This module is the first that deals specifically with the forthcoming ARTEP evaluation. It is now that we begin to apply the concepts that we developed during the last period, to the designated T&EOs and specific command guidance outlined in the initiating directives. The end product will be our control and evaluation plan. During this period I will introduce you to a document called the "Expanded T&EO." It is the framework around which each of us will develop our blueprint for the conduct of the exercise, and for the evaluation and critiques which follow. During this period we will develop our plan to control the exercise and to observe and evaluate the performing unit.

PRESENTATION

Expanded T&EO

Background. If you recall from our second lesson, we discovered that although the T&EOs provided adequate guidance to the unit commander, they asked more questions than they answered as far as the C/E was concerned. Simply speaking, we must expand the T&EO to answer most of those questions and to meet the specific needs of this ARTEP evaluation. During the remainder of today's training we will accomplish four things; specifically we will:

- Look at a sample of an expanded T&EO;
- Discuss control and observation procedures and techniques;
- Discuss the expanded T&EOs that I have developed for the company; and then,
- Develop, individually and as a team, the control, observation, and evaluation portions of the expanded T&EOs that each of you will use during the exercise.

Let's look at the example.

(NOTE: Pass out Handout 3-1.)

Expanded T&EO, Tank/Mechanized Infantry Platoon, Movement to Contact.
As you can see, this continues the example that we used during the last period. You might want to compare the standard, to the expanded, version to see how the latter addresses some of the questions that we surfaced at that time.

Format. Look first at the organization of the expanded T&EO.

- The first column is a summary of similar columns in the T&EO, with the addition of space to record data as to the time and place of execution.

- The second column expands "training/evaluation standards" and attempts to focus attention on the specific issues to be resolved during the execution of this mission. Basically it is the "what" of our control and observation plan. The information in this column comes from such documents as "How-to-Fight" and "Soldiers" Manuals, Unit SOPs, etc., and concentrates on the activities of the echelon in question--in this case, the platoon.
- The third column is our "how." That is, how we will ensure that the unit is presented an opportunity to perform, and we an opportunity to observe, the points listed in column 2.
- The fourth through sixth columns will be used during, and immediately after, the movement to contact mission to record our during-exercise observations.

(NOTE: Point out the correlation between the various columns and the C/E duties outlined during lesson 2. Discuss as required.)

Let's look at the second and third columns in more detail.

Points of Observation. Points of observation are developed concurrently for all echelons, and are designed to highlight critical elements of the unit's performance. Points of observation come from several sources. The T&EO for the mission is one source. Other sources are guidance from the exercise director, the evaluated unit's commanders. Each of these individuals have specific elements of a unit's performance that they want to receive feedback on. I also have some specific items that I want you to look for. In preparing for this instruction, I have consolidated the points of observation from the other sources with the general flow of the mission as it was planned. This consolidation is the control/evaluation module for each of the mission phases. Our job today is to make a final integration of the control/evaluation modules into the expanded T&EOs for each mission. As we go through each phase, I will list a point of observation for the company evaluation, and each of you, in turn, will list supporting or critical points for each subordinate echelon down through squad or tank crew. As I mentioned before, the source documents for these points are the appropriate T&EOs, How-to-Fight Manuals, Soldiers Manuals, Unit SOPs and specific guidance that I will give you for each mission.

Control/Coordination/Simulation. Here we will outline the methods by which you will create, control, and observe the specified points of observation within your unit. They are self-reminder to ensure that the proper situations are created, and that a C/E is in position to observe the designated point of performance. Examples of the types of entries include:

(NOTE: Display Graphic 3-1.)

- Checklists, acronyms, mnemonic devices, etc.;
- C/E locations for specific events;
- Requirements to report to higher echelon C/Es;
- Implied tactical decisions;
- Requirements to monitor and record tactical communications;
- Planned simulations, and associated coordinating instructions;
- Points to coordinate with other C/Es; (Note that each such entry must have a corresponding entry on the appropriate C/E's expanded T&EO);
- Decision points that may alter future C/E actions; and,
- Administrative comments.

(NOTE: Discuss each in terms of sample entries.)

Planning for Control

Before we can plan for control effectively, we need to clarify exactly what we mean by "control," and how we, as C/Es, go about exerting it.

What is Control? Control is the means by which we make sure that the tactical scenario unfolds as planned. Many control measures that we will use are outlined in the support documents for this exercise (boundaries, phase lines, objectives, etc.). I have developed other controls, or planned interventions during my planning. We will finalize these and develop others during the practical application part of this class, and during our rehearsals. Furthermore, as you might imagine, we will have to improvise still others during the exercise itself. The guiding principle is "realism." We must control without seeming to, and allow the unit the maximum amount of tactical freedom possible within the constraints of meeting our observation and evaluation requirements. As with everything else that we do, planning is the key.

Types of Control. There are two types of control: tactical and administrative. Tactical control is implemented by mission orders and play of OPFOR, and in other ways we will take up later. Administrative control is just that, and may be used to stop the problem for critiques, or safety purposes, or when tactical controls have failed. Where there is a choice between the two forms of control, tactical control is preferred; unlike administrative control, it does not detract from tactical realism. Controls are anticipated during the planning of the problem and built into the scenario. It is up to C/Es to implement these controls, and to devise others that contribute to the success of the exercise. Let's take a look at some of the means of tactical control that we will use.

(NOTE: Display Graphic 3-2.)

Role Playing. As senior C/E I will act as leader of the unit at the next higher level of command. I will give the OPORD, and additional oral orders as required and request reports. For example, if the unit is moving in such a way that it may miss a planned encounter with the OPFOR, I could, by acting as the next higher commander, order a change in the unit's axis of advance. If the unit is moving too slowly, I might order the unit commander to be at a particular location by a particular time. And so on.

Of course, as subunit C/Es, you cannot play this role without interfering with the unit's chain of command. Rather, you inform me if anything is occurring which needs attention, and I will enter the problem as a higher commander in order to get the unit back on track. Many of the requirements for this type of unplanned intervention can be anticipated by listening to leaders give their mission briefings. You must, however, be alert to problems that develop during execution.

Many times, deviations from the plan result from a lack of performing unit proficiency (e.g., missing the OPFOR because of poor land navigation, etc.). You might think that interfering under those circumstances would detract from realism, since in combat the performing unit won't have a C/E who knows where it should be going; but you have to remember that the ultimate objective of the exercise is to provide as much training as possible to the performing unit. Very little training is accomplished if the unit gets lost and does not encounter the tactical situation built into the scenario. The best thing is to let the performers know, in some realistic way, that they are doing something wrong, and get them back on track. After the mission, you can provide them details on their mistakes during the critique.

Controlling the OPFOR. A second control method is "controlling the OPFOR." In this way, you can ensure not only that engagements occur as planned, but also that they are of the intensity and duration desired. OPFOR control begins with the OPFOR plan. I have made initial OPFOR plans that are included in the control/evaluation module for each mission. Part of your job today will be to finalize the required times, locations, and procedures with the OPFOR C/E. We will rehearse these activities tomorrow during the practical exercise and the terrain reconnaissance. During the exercise itself, we simply execute the plan we and the OPFOR C/E have developed.

It should be noted that, if you are an C/E with a subunit, you should not attempt to control the OPFOR directly. Rather, you should inform me of your situation and I will take the appropriate action. This procedure is necessary so that the OPFOR will not receive conflicting orders from several different sources.

In certain cases, I may ask you to communicate directly with the OPFOR C/Es. Let's look at some of those examples of OPFOR control:

- Prior to contact, you must keep the OPFOR informed of the position of the performing unit, and alert them when contact is imminent. If the unit

being trained selects routes that would bypass the OPFOR position, you may wish to move the OPFOR instead of changing the unit's axis of advance. In such a situation, you must also consider the fact that moving the OPFOR might cause problems later in the exercise. If such situations occur, check with me, (or notify your company C/E, who will check with me), and we can decide if moving the OPFOR is feasible.

- You also control the OPFOR to make certain that it does not become entangled with the performing unit. Radio control of the OPFOR during engagements consists primarily of letting the OPFOR know when to disengage and withdraw to the next site. In doing so, you make sure that the engagement is of the intensity and duration intended.

Simulation. The third method of control is the simulation of tactical weapons and their effects. Although we consider it here as a control measure, simulation serves two other purposes:

- Creating realistic sights and sounds; and,
- Allowing for the assessment of battle damage and casualties.

In actuality all three functions are interrelated; but for now let's consider simulation as a control measure. Tactical realism is lost if the friendly unit and OPFOR get tangled up. If the units do get tangled, an administrative break must then be declared to separate units and continue the training. Simulation of weapons effects and assessing casualties can be used to slow down or stop the performing unit. The OPFOR then has time to change positions. As we have said earlier, muzzle-to-muzzle confrontations can usually be avoided by listening to the plan of maneuver unit commander. Those of you who will be OPFOR C/Es should be on the lookout for potential muzzle-to-muzzle confrontations, since you will be in a position to detect and avoid them. Simulation and casualty assessments can also be used to create decision-making situations for tactical unit leaders. At times we may simulate heavy casualties to see how the unit leaders react.

Methods of simulation at our disposal include: pyrotechnics, rules of engagement, and casualty and damage assessment. Review the procedures you have been issued for use of pyrotechnics, rules of engagement and casualty and damage assessment.

(NOTE: Discuss exercise-specific uses of various simulation methods.)

The success of simulations and their value to the exercise depends on how well the exercise participants, OPFOR, and C/Es understand and use them. In the upcoming practical exercise, we will plan for the use of simulation, and make the necessary coordinations.

Planning for Observation

The expanded T&EO fairly well lays out the points of observation during a given mission. We will be developing them during the practical exercises. To plan for observation, we must first determine what we want to observe, and then how we are going to observe it. Earlier in the class we discussed the various sources of the "what." I would now like to look briefly at the "how."

Actions. We begin by breaking down the mission into a sequence of actions, or events. We then ask ourselves a series of questions about each of those actions.

(NOTE: Display Graphic 3-3.)

- Will this action occur more than once?
- When is it likely to happen?

These two questions are critical to our planning. We must first plan for those events that occur only once, and then those which occur infrequently. We then fill in gaps with frequently occurring items, and finish the plan with those that are continuous in nature.

The "when" impacts on our timing. If a one-time, or infrequent, event has a set time and place (e.g., issuing of the OPORD), it is relatively easy to plan for. If it does not (e.g., switching battle positions during an active defense), the plan must be more flexible around the time that the event is likely to occur. Frequently occurring and continuous, actions (e.g., tactical formations, and cover and concealment) are worked in around the fixed and situation-sensitive parts of the observation plan.

(NOTE: Give other examples based upon actual exercise plans.)

- Where will it take place on the terrain?

Some actions in missions are keyed to the terrain the mission is run over. For example, in the movement to contact mission where contact is likely, we would expect units to dismount and clear wooded areas. The purpose of estimating where actions may take place helps you decide if there is a best vantage point on the terrain from which to observe that action. You must realize that these can only be estimates, and they need to be checked out when we conduct our terrain reconnaissance. Also, they may change, because of the tactical unit commander's mission plan and execution.

- Will I be able to observe the action myself, or is someone else in a better position to observe it?

There will be actions that, for one or more of the following reasons, you will not be able to observe by yourself.

- The action will cause the unit elements to be doing different things at the same time (for example, conduct of bounding overwatch).
- Terrain will keep you from seeing all unit elements when you see them (for example, organization of battle positions during an active defense).
- Your position is not the best one to observe the action from (for example, remaining concealed while your unit is moving to an objective).
- The action begins with your unit and ends someplace else, or vice versa (for example, transmission of orders/intelligence/information).

(NOTE: Use actual exercise-related examples, pointing out how C/Es at all echelons, and with the OPFOR, must plan and coordinate their respective observation plans.)

I think that you can see that by asking, and answering, these questions, the observation plan will begin to take form.

Related Observations

There are two remaining types of actions to consider for observation/evaluation. These actions require no special planning, but you should be thinking about them at all times during the exercise.

- **Leader Skills.** Much of what the company team and platoons are able to do well or poorly depends on the leader-troop interaction. You must be able to decide, for any action executed poorly, if it was the guidance, supervision, or leadership of the leader that was at fault, or if the unit lacked the skills to execute the action properly. This means that whenever possible, you must observe leader actions.

- **Actions not in T&EOs.** The final set of actions you need to be alert for are those that are not covered in the T&EOs or in your planning. You should be alert to note actions critical to mission accomplishment which have not been included in the T&EOs, or you did not anticipate in your planning. Here are some examples from other exercises:
 - A battalion located its field maintenance facilities within 25 yards of a major crossroads. This crossroads was the most likely interdiction point for enemy artillery within a 5 mile radius.
 - A platoon put out an OP and then set up claymores around a defensive position. OP personnel were not informed and detonated the claymores as they pulled back.

Practical Application

What we have discussed so far is a procedure by which we will develop our respective control and observation plans. What we will do for the remainder of the day will be to develop our individual blueprints for the upcoming ARTEP evaluation. I might add that this will be a "pencil" copy which will probably be modified as we proceed through the realities of talk-through rehearsal, and preparation. Remember that a side product of this activity will be a checklist of requirements to be accomplished during the preparation phase.

(NOTE: Pass out actual company level expanded T&EOs. Pass out blank, or partially completed, T&EOs to each C/E.)

Basically we will follow this procedure.

(NOTE: Display Graphic 3-3.)

Senior C/E. For each Bn mission, I have determined where I will need information from company C/Es to make valid evaluations of the battalion as a whole. I have incorporated these requirements into the company-level expanded T&EOs. For each mission I will discuss the salient parts of the company expanded T&EO, and:

- Give instructions to you about what items need special attention at your level;
- Tell you what information I want from you and when; and
- Help you develop the corresponding points in your expanded T&EOs.

Company C/Es. You, in turn, will:

(NOTE: Display Graphic 3-4.)

- Develop points of observation, refer to doctrine to determine what must be observed to see if T&EO actions have been accomplished correctly;
- Note actions that require special attention;
- Identify one time, frequent and continuous activities, and note approximate time/locations for observation of each;
- Note reporting requirements of senior C/Es on company actions specified; determine when Plt reports will be needed to satisfy senior C/E requirements;
- Identify actions that will require assistance to observe/evaluate coordinate with Plt and other C/Es for their assistance. Note in T&EO who will assist, and any plans for communication;
- Make notes of any special leader observation times or events; and
- Coordinate with the OPFOR C/E for specific locations and durations engagements, and any needs for OPFOR observation of the units.

Platoon C/Es. You have the same basic requirements as the company C/Es. In addition, you must decide when and how you will observe the individual sqd/crews to satisfy the subunit evaluation requirements. Pay special attention to those actions that may occur infrequently, and plan your observations of specific sqds to catch those events. Continuous actions can be observed on a more casual basis.

CONCLUDING STATEMENT

We have now created our detailed working documents for the ARTEP evaluation exercise. We will almost assuredly modify them as we proceed through our rehearsals and preparation activities. The end result will be a cohesive, *workable* plan designed to provide the maximum training benefit to the performing unit.

ENCLOSURE 1 - GRAPHICS

3-1

CONTROL AND OBSERVATION ITEMS

- Checklists
 - C/E Locations
 - Reporting Requirements
 - Implied Tactical Decisions
 - Communications
 - Simulations
 - Coordination
 - Décision Points
 - Administrative Comments
-

3-2

MEANS OF TACTICAL CONTROL

- Role Playing
 - Adjusting the OPFOR
 - Simulation
-

3-3

OBSERVATION CONSIDERATIONS

- How Often?
 - When?
 - Where?
 - Who Can Observe?
-

3-4

EXPANDED T&EO ACTIONS

- Points of Observation
- Key Actions
- One Time, Infrequent, Continuous Actions
- Reporting Requirements
- Leadership Points

ENCLOSURE 2 - HANDOUT 3-1
MISSION: Movement to Contact

EXPANDED T&E OUTLINE
Tank/Mechanized Company Team

UNIT:

Page 1 of 3

Task/Conditions	Points of Observation	Control/Coordination/Simulation	Evaluator Comments	S	U
8-10-A/B: Company team commander is provided task force warning and operation orders containing the information in the general conditions. He is given time to prepare for the movement (conduct a map reconnaissance)	<p>a. Company Commander :</p> <ol style="list-style-type: none"> 1. Issues warning order 2. Makes estimate of situation 3. Conducts map/ground reconnaissance 4. Determines a course of action 5. Issues the order, and 6. Supervises preparation planning 7. Selects team formations that maximizes combat power 8. - Minimize exposure - Minimize vulnerability <p>b. Company Team:</p> <ol style="list-style-type: none"> 1. Uses correct movement technique 2. Uses cover, concealment 3. Supports advancing elements with organic, nonorganic fires <p>c. Movement is Supported by:</p> <ol style="list-style-type: none"> 1. Mortar 2. Machine gun 3. Antitank 4. Nonorganic fire <p>d. Fires:</p> <ol style="list-style-type: none"> 1. Begin 2. Are shifted 3. Are stopped as specified 4. Responsive to plt. requests 	<p>Warning Order Format</p> <p>Five paragraph Format</p> <p>Report crossing LD. Should use traveling over-watch, check formations. Monitor Tac net for coordinating instructions.</p> <p>9-4 Defense Against Air. Assess casualties Check 9-4 T&EO.</p> <p>Observe Plt Ldr/FIST Interface.</p>			

Tasks/Conditions	Points of Observation	Control/Coordination/Simulation	Evaluator Comments	S	U
8-10C: Company team engaged by indirect fire.	a. Company team will: <ol style="list-style-type: none"> 1. Return fire 2. Deploy 3. Report 4. Develop the situation 	Cross PL Bug. Assess casualties with Plt C/E—report. Monitor Plt reports of casualties.			
8-10C: Company team engaged by ATW fire.	See above	Check with OPFOR—give fire signal Check: Immediate reactions Request for indirect fire			
8-10C: Company team has direct engagement with OPFOR.	See above	8-36 Scouts Route Recon. Report crossing PL Ant Simulate direct fires Check: Reaction, Indirect fire - check FIST Coordination with Plt Scheme of maneuver Assess casualties-report Check: reports by Plts.			
8-10D: Submit reports.		a. Reports contain: <ol style="list-style-type: none"> 1. Friendly location 2. Nature of terrain 3. OPFOR situation 4. Submitted by secure means 			

Tasks/Conditions	T/E Standards	Comments	Evaluator Comments
Overall Evaluation	Coordination of activities between company commander and platoon leader.	Check on contact.	<input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Poor

**TAB 4 APPENDIX L
LESSON PLAN NUMBER 4**

TITLE: Rehearsing the Control and Observation Plans

HOURS OF INSTRUCTION: Six

INSTRUCTOR REFERENCES:

1. FTX Scenario
2. Supporting Documents

INSTRUCTIONAL AIDS:

- *1. Map, Mock Up, Sandtable, etc.
2. Chalk/Chalkboard, or similar
3. Handout 4-1 (See Enclosure 1)

STUDENT EQUIPMENT:

- *1. Maps, Markers, etc.
2. Completed Expanded T&EOs
3. CEOI
4. C/E SOP

PERSONNEL REQUIREMENTS:

1. Senior Controller/Evaluator (Primary Instructor)

TROOP REQUIREMENTS:

1. One Driver with 1/4 Ton 4x4 Vehicle Per C/E Element
2. One PRC-77/VRC-46 Radio, or similar, Per Vehicle

***(NOTE: All maps, etc., should be annotated with tactical control measures (e.g., boundaries, lines of departure, phase lines, objectives, etc., prior to class.)**

STUDENT OBJECTIVES

1. Revise plans for control and observation based on map reconnaissance of FTX missions.
2. Conduct rehearsal of control and observation plans on terrain.
3. Make final revisions and coordination, based on terrain rehearsal.

OUTLINE OF MATERIAL TO BE PRESENTED

1. Map Reconnaissance and Exercise Rehearsal
2. Terrain Reconnaissance and Exercise Rehearsal
3. Practical Application

FORMAL LESSON PLAN

INTRODUCTION

So far we have viewed our duties as C/Es in terms of the ARTEP manual, the doctrinal publications, and most recently, the expanded T&EO. During this class we will begin the process of tying the exercise itself to the terrain over which it will be run. We will do this in two ways; once here in the classroom, and at least once on the actual ground in the training area. It is our opportunity to visualize how the various missions will take place. In all likelihood, we will find it necessary to make additions, deletions, and modifications to our expanded T&EOs to adapt those planned C/E activities to the realities of controlling the exercise and observing the desired points of performance.

PRESENTATION

Map Reconnaissance and Exercise Rehearsal

We will begin by talking our way through the entire exercise scenario here on the terrain mock up. Each of you should track the overall exercise, paying particular attention to those parts of it that apply to your unit. This map exercise is the only opportunity that you will have to see where all of the tactical units and other C/Es will be at any given time during the exercise.

Our procedure will be to walk through the scenario, mission by mission, and represent each unit's location and actions as we envision them, here on the terrain mock up. We will then review verbally our points of observation and discuss our individual control and observation plans. Once we are satisfied that our plans are workable and well coordinated, we will move on to the next event.

(NOTE: Senior C/E sets up and Discusses each mission, event by event, and ensures that individual C/E plans support the control and evaluation plans for the mission. He should use the exercise rehearsal checklist (Handout 4-1) to assist him in this regard.

Terrain Reconnaissance and Exercise Rehearsal

This next consists of a terrain reconnaissance and a rehearsal of the C/E aspects of the exercise. To do this we will actually walk (ride) the terrain over which the missions will be run, we will:

- Occupy the positions that we feel will be used by our respective units;
- Review our points of observation;
- Communicate and coordinate where indicated;
- Mentally execute simulation plans; and
- Think through observation and evaluation requirements.

Particularly important at this time is the requirements to coordinate with the OPFOR those actions which impact on your unit's performance, and to coordinate with other C/Es where coordinated observations are planned.

Practical Application

During the rehearsal we will proceed as follows.

- C/Es will start in their assembly areas, and move along expected routes of the units.
- I will direct the movement through the terrain according to my T&EO.
- Company C/Es recheck your reporting requirements to see if you can observe the actions or if you need platoon C/E assistance.
- Platoon C/Es should check your communication, simulation and observation plans to see if any adjustments need to be made because of terrain.
- We will all make the same checks of our T&EOs that were made in the map rehearsal. Each of you should make sure you can translate map and overlay checkpoints, boundary lines, phase lines and locations on the terrain.
- We will all move through the terrain, keeping the distances between them at what we expect them to be during the exercise. If you are scheduled to ride in a $\frac{1}{2}$ ton vehicle, check for places where you will not be able to follow tracked vehicles, and identify alternate routes and vantage points for observation.
- All C/Es should check planned communication and coordination points for location and fields of observation.
- The OPFOR C/E should identify routes by which he can move OPFOR unit to alternate positions if necessary. Check alternate positions with the company C/Es.
- You should also look for suitable areas to hold C/E post-mission debriefs, and post-mission critiques, if they have been planned.
- Throughout the rehearsal use the procedures as specified in the C/E SOP.

(NOTE: Senior C/E will conduct the terrain reconnaissance and rehearsal as outlined above.)

ENCLOSURE 1 - HANDOUT 4-1
EXERCISE REHEARSAL CHECKLIST

● **Player Actions**

- Do all other C/Es understand what your unit will be doing?
- What possible alternate actions or routes could your unit take?

● **Control**

- What is the location for initial C/E and tactical unit briefings?
- What are the boundaries, checkpoints, or phase lines that affect your unit during this event?
- What specific planned control interventions are you involved in?
- Have you planned your actions for possible control problems?
- Do you plan any communications with other C/Es on this event?
- Any special times, locations or cues?
- Do you have specific coordination points with the OPFOR C/E?

● **Simulation**

- What pyrotechnics do you need for this event?
- Specific times and locations of pyrotechnic use.
- Is casualty and damage play planned? What is your role?
- Any C/E communications planned to accomplish simulations?
- Any C/E coordination planned?

● **Observation**

- What T&EO items will you observe/evaluate on this event?
- Do you require other C/Es or OPFOR C/E to help you observe your unit on this event?
- C/E coordination plans made for locations, time, signals?
- Any ratings of continuous actions during this event?
- Any subunit evaluations during this event?

TAB 5 APPENDIX L
LESSON PLAN NUMBER 5

TITLE: Preparing and Conducting Post-Mission Critiques

HOURS OF INSTRUCTION: One

INSTRUCTOR REFERENCES:

INSTRUCTIONAL AIDS:

1. Means to Display Prepared Graphics
2. Graphics 5-1 Through 5-5 (See Enclosure 1)

STUDENT EQUIPMENT:

1. Expanded T&EOs from Lesson 3, Practical Exercise
2. Notebooks, Pencils

PERSONNEL REQUIREMENTS: Senior Controller/Evaluator

TROOP REQUIREMENTS: None

OUTLINE OF MATERIAL TO BE PRESENTED

1. Preparing for the C/E Debrief
2. C/E Debrief Procedure
3. Critiques as Feedback
4. Unit Leader Critique
5. Unit Member Critique

STUDENT OBJECTIVES

1. List C/E actions in preparing for the C/E debrief.
2. Describe the C/E debrief procedure.
3. List nine guidelines used in preparing for and conducting critiques.
4. Describe the procedures and guidelines used in conducting unit leader critiques.
5. Describe the procedures and guidelines used in conducting unit member critiques.

FORMAL LESSON PLAN

INTRODUCTION

The skill you and other C/Es use in preparing for and conducting post-mission critiques can largely determine the training value of the exercise to the unit leaders and unit members. Up to now in these classes, instructions for preparation and conduct of the exercise have been geared toward controlling the unit and collecting solid observations about the unit's performance. It is now time to turn those observations into feedback and give it to the unit leaders and unit members so they can use it in correcting their performance deficiencies. During this lesson plan I will explain the procedures we will use in preparing for and conducting post-mission critiques. We will also review rules to follow in conducting a critique and the criteria or qualities of a good critique.

PRESENTATION

Preparing for the C/E Debrief

(NOTE: Display Graphic 5-1.)

The first step in preparing for critiques is holding a controller/evaluator debrief after each mission. Look at your control/evaluation plans and schedules as to when and where the debriefs have been planned. As soon as I have terminated the mission, jeep-mounted C/Es pick up the C/Es that have been riding with the platoon in the platoon trucks and head for the designated C/E debrief area. If you are an OPFOR controller/evaluator, you should be able to meet with the controller/evaluator that is with the platoon as closest to your element for these missions: list appropriate missions. For the _____ and _____ missions the OPFOR will probably have moved too far away for you to actually attend the debrief. In these cases, platoon C/Es need to get in touch with the OPFOR C/E over the control net and get what information you need before moving to the debrief area.

After arrival at the debrief area, fill in your expanded T&EOs and complete any notes that you did not get a chance to write down during the conduct of the mission. Make your preliminary evaluations of SAT or UNSAT for each item you observed. If you have items on the T&EO that you did not observe, check first with the other C/Es who evaluated the unit then with other C/Es who may have been able to observe and evaluate the item you missed. For items indicated SAT or UNSAT, your supplementary notes should be reviewed, updated and checked with other C/Es to give additional information as to why the rating was made. Record or add to your notes any observations of unanticipated actions that were particularly good or bad, or that may have influenced mission outcome in combat. Finally, if you have not done so already, record your observations about the supervisory and leadership performance of leaders of the performing unit. Key these to specific events if possible, to provide clear examples.

After you have filled in your T&EOs and everybody has gathered, I will conduct the controller/evaluator debrief. The C/E debrief has three purposes. The first is for you to provide information to me, the senior C/E, so that I can prepare for my critique with the tactical unit commander. The second is to help you remember things about the unit that you may have observed, that you can then record your observations in your notes for later use in your own critiquing or completing the written performance summary. The third is so you can gather information from other members of the C/E team about your unit.

(NOTE: Display Graphic 5-2.)

C/E Debrief Procedure

In the controller/evaluator debrief we will reconstruct the mission from time of my delivery of the initial operations order to the unit commander through the mission until the point in time which the mission was terminated. In the debrief, I, the senior C/E, will be asking you to tell me what you saw your unit do, and your unit leader do, in each phase of the mission. I may ask you for your opinions as to whether you thought their actions were done well or poorly. I will be concerned with how the platoons performed as platoons. At this point I will not be interested in how the single soldiers performed, unless it was so critical an event that it made a difference in the whole units's performance. As we go through the exercise debrief, use your completed expanded T&EOs, your notes and what you can remember about the exercise. All will have important information in them.

During the C/E debrief you can learn by listening to what other C/Es have to say, as well as contribute your observations. Another C/E may have seen something that is important for every unit leader and troop to hear, whether they were directly involved in the action or not.

Finally, as we go through the debrief there may be certain things that I want you to mention in your critique with unit leaders.

At the end of the debrief, make the final ratings and notations on your T&EOs. Complete the SAT and UNSAT ratings. For those items that were executed, but no C/E was able to observe and evaluate put NOB (not observed). If the scenario did not provide a chance for the unit to perform a task mark the item NEX (not executed). When you finish, you will be ready to hold critiques with the unit leaders and troops. To prepare you for this, we will now cover what constitutes a good critique, rules for conducting a good critique, and procedures to use in the conduct of the critique.

Critiques as Feedback

Critiques are nothing but a form of feedback to unit leaders and unit members, and if given correctly it is feedback that can be very valuable. However, there are right ways and wrong ways to provide this feedback. Here are some good guidelines that you can keep in mind and use as you are preparing for and holding your critiques.

(NOTE: Display Graphic 5-3.)

- Feedback should be descriptive and not evaluative. Describing what you saw in normal terms and normal tones will be much more productive than turning a critique into a chewing-out session. People often know when they have performed poorly and do not need to be told that they have performed poorly, but do need to know how to correct their performance. A unit leader or unit member will not learn anything from a critique session if they feel like they must defend all of their actions, whether performed poorly or very well.
- Feedback should be specific not general. From your observations, your notes and the T&EOs, plus the C/E debrief, you should be able to cite specific examples of actions, to include where, when and who. General comments like: "You really blew it in cover and concealment," are not appropriate.
- Your feedback should be complete in addition to being specific. You should cover all important actions that occurred and emphasize those that can be corrected when they run through the next mission.
- The needs of the unit leader have to be taken into account. For example, unit leaders need specific information as we just covered. They also need to maintain the respect of their men, therefore, a unit leader should not be demeaned or severely criticized in front of his men. Instead, he needs to have unit leader integrity supported, you can do this by promoting team work in the critique and citing examples where the unit performed well as a team.
- Feedback needs to be restricted to things that the unit leader or members have in their control. Shortages of TOE equipment radios for example, are not something that they can easily control. On the other hand, the use of hand and arm signals where radios are not working or not available is something that the unit leader does have within his control and can do something about. Thus, it would be a valid point as feedback.
- Feedback goes better when it is asked for, instead of delivered. Get unit leaders and members to think about their actions and ask you questions about their performance. You will have more informative and productive critiques.

- The feedback you give, whether asked for or delivered, must be correct. Unit members must see you, the C/E, as knowing what you are talking about. You can prepare for this by reviewing the doctrine, which we have done to a certain extent during this instruction. Unit leaders and members want to hear what is right, they do not necessarily want to hear what your opinion is. If critiques are conducted well, unit leaders and members who also observed the performance, will support your statements and share your impressions.
- Any feedback you give must be checked with the unit leaders and members to make sure they understand you. This takes more than asking them if they understood what you said. One way to check if you and the unit members understand each other is to ask them to rephrase what you have said in their own words. This takes time, but without clear understanding of performance problems the unit cannot correct them.
- The feedback must be well timed. We have tried to provide for this by holding the critiques after each mission, instead of waiting until the end of the exercise. This is why it is important for you to give out as much information as time allows during each post-mission critique.

As I said before, the items that I have just covered are guidelines and criteria for making critiques and feedback about unit performance useful. Keeping these requirements in mind, let's run through the procedures to be used in conducting the critiques for unit leaders and unit members.

Unit Leader Critique

(NOTE: Display Graphic 5-4.)

The first critique is for the unit leader. The ranking C/E for each platoon is responsible for conducting the critique. The other C/E should listen, and add his observations and comments when asked. Use a map or sketch on the ground so that leader and unit actions can be related to the terrain.

The unit leader critique should be held in private, away from the other unit members. Receiving criticism in front of his men can be humiliating, risks reducing his authority, and makes him more defensive about his actions.

Anytime during the critique you can point out good decisions, actions and supervisory performance of the leader, do so. This will show that you were looking for something besides the bad parts of his performance. It will also make it easier for him to accept negative comments.

Encourage the unit leader to participate in the critique. Participation can be encouraged in two ways: one is to ask the unit leader to describe how he understood the mission order, and to give his plan of action. Second, ask the unit leader to comment on his *own* performance in view of the objective he set out to attain. Reviewing the mission order sets the stage for the rest of the critique; it provides a common base from which to analyze the actual conduct of the mission. By allowing the unit leader to describe the mission order, you can understand what the unit leader set out to do. Allowing the leader to evaluate his own performance should increase his interest in, and attention to, the critique and reduce his defensive reactions to receiving candid criticism.

During this discussion, you should indicate the actions the scenario was intended to bring out, and considerations involved in fitting the problem to the ground. Encourage discussion of alternatives. Do not try to push a single rigid "school solution." Be prepared to discuss the merits of any recommended solution.

Refer to your T&EOs and notes throughout the critique to make sure you identify and discuss all important unit and leader errors, and good performances.

As long as you have the unit leader in private, review his supervision and leadership performance. Key your comments to specific mission events and his actions, or failure(s) to act.

Conclude the discussion by reviewing the key lessons to be learned from the mission. Try to set the leader's comments about key lessons before you give your views.

After you have critiqued the unit leader, critique the rest of the members of the unit. The unit leader should also be present during this critique.

Unit Member Critique

(NOTE: Display Graphic 5-5.)

The unit member critique should follow the same basic format that you used in the leader critique. Use the following suggestions to help conduct the unit member critique.

Draw a rough map of the boundaries and phases on the ground. Ask each squad/section leader to state their missions or deployments, and to indicate their schemes of maneuver on the ground map. For example, "How did you plan to move initially?" The answer to this question should establish how effectively the leader's plan was communicated. From this point on, you prompt unit leaders/members to participate by asking questions, who?, what?, how?, where?, and when?

Select unit leaders/members to participate when, according to your observations, that individual was involved in or observed an action which can be a tactical lesson for all. Identify personnel involved in an event by describing the location and vehicles or the section/squad by number. (1st squad, heavy section, etc.) Use time and place cues, for example, "Where's the tank leader for the first section; Why don't you take it from here? Tell us what happened when you. . . ."

Ask unit leaders/members to describe what they learned about unit tactics and what they judged to be their errors. To prompt this type of self-evaluation, you might ask, "What happened here? What went wrong here?" Self-learning and self-evaluation are emphasized because this source of feedback means more to participants and usually results in unit members better remembering the lessons learned.

Ask the unit leaders and members to provide peer feedback. Remember that peer feedback is feedback that one unit member gives to another. Unit members will more likely listen to feedback from their peers than that given by an evaluator. Also, one's peers may have been in a better position than you to observe errors. Note, however, that feedback from peers may not be correct. Further, discussion may wander. As an evaluator, monitor closely and intervene if you need to.

Ask unit leaders/members for alternative ways of conducting the operation. You can prompt participation by saying "In developing your mission plan, did you consider other options? If so, what options?" This way participants identify alternatives and discuss why they took the action they did. Many factors such as enemy dispositions, communications and terrain will affect a leader's choice of available options. Help to bring these factors into the discussion by asking questions. A discussion of tactical decision-making requires an atmosphere that allows for the expression of differing opinions. In this, you may get disagreements and arguments. If this occurs, after sufficient discussion, summarize the pro's and con's of alternatives.

Refer to tactical doctrine to back up your judgments. This is a technique which helps to increase your credibility and unit leader's/member's acceptance of feedback.

Critiques should be conducted so that every person in the evaluated units gets information that is valuable to him as an individual and as a unit member. Giving good critiques requires quick thinking and practice. Remember that the critique is the place where members of the unit will learn about their performance and how to do a better job next time.

As in the leader critique, wrap up this critique with a summary of key lessons that were learned. If the unit has responded and participated well, prompt them to bring up the key lessons, then you can give a shorter wrap-up

Give the unit leader an opportunity to make any comments he would like to add. This can give him additional experience and gives you another chance to observe his general leadership and communication skills.

CONCLUDING STATEMENT

As I said at the start of this lesson, the way you prepare for and conduct critiques can make the training value of this exercise. Remember to use your other C/E team members so you can give complete feedback to the unit. Remember to present the feedback in critiques so it will be accepted and used. If you conduct yourself like you want other C/Es to act when you are the performing unit, and you will be successful.

ENCLOSURE 1 - GRAPHICS

5-1 Prepare for the C/E Debrief

5-2 Conduct the C/E Debrief

5-3 Guidelines for Feedback

- **Descriptive, Not Evaluative**
- **Specific, Not General**
- **Needs of Receiver**
- **Within Receivers Control**
- **Asked for, Not Delivered**
- **Correct**
- **Checked for Understanding**
- **Good Timing**

5-4 Rules for Unit Leader Critiques

- **Private**
- **Praise**
- **Participation**
- **Review Main Points**
- **Review T&EO**
- **Review Supervision**
- **Summarize**

Rules for Unit Member Critique

- **Map**
- **Select Participants**
- **Self Observations**
- **Peer Feedback**
- **Alternatives**
- **Refer to Doctrine**
- **Summarize**

TAB 6 APPENDIX L
LESSON PLAN NUMBER 6

TITLE:	Preparing Diagnostic Feedback Reports
HOURS OF INSTRUCTION:	One
INSTRUCTOR REFERENCES:	None
INSTRUCTIONAL AIDS:	1. Means to display graphics 2. Handout 6-1 (See Enclosure 1)
STUDENT EQUIPMENT:	1. Expanded T&EOs 2. Notebooks, Pencils
PERSONNEL REQUIREMENTS:	Senior Controller/Evaluator (Primary Instructor)
TROOP REQUIREMENTS	None

OUTLINE OF MATERIAL TO BE PRESENTED

1. Description of Written Performance Summary
2. Completing the Written Performance Summary

STUDENT OBJECTIVES

1. Describe the purpose and contents of each column in the Written Performance Summary.
2. Given observations and completed T&EOs from an FTX mission, complete the Written Performance Summary for the unit element observed.

FORMAL LESSON PLAN

INTRODUCTION

During this lesson I will explain the steps that we will follow in preparing a written feedback report. This report will be given to the unit leaders and training managers after the exercise. This report will reflect your observations of the units' performance during missions, pinpoint areas where they are strong and where they are weak, and give the unit leader information about how he can correct the training deficiencies in his unit. Throughout the lesson

I will be referring to a written feedback summary sheet. We will be using this sheet during the lesson and also in the post-exercise meeting when we will fill them out for real. At the end of this lesson you will be able to fill out your own written summary sheet for the units that you observed during the course of the exercise.

PRESENTATION

Written Performance Summary

(NOTE: Distribute Handout 6-1.)

Let me describe the written performance summary sheet that you have in front of you. This sheet is designed to give the unit leader the important things that he needs to know about training needs for his unit. As you can see, it lists the where, when, who, what, why, and how of each observation of unit performance that you made. When completed, it will summarize for unit leaders how well their unit did and what they need to do to correct their deficiencies.

Take out your blank copy of the written performance summary and we will briefly describe how it is to be used. Under the EVENT column is where we will list what happened at company and platoon levels, and when it happened in the course of the mission, and approximately where it happened.

The UNIT column will list specifically who we are talking about, whether it is the company commander, platoon leader, squad crew, or an individual.

The OBSERVATION column lists what we saw. This will be written in specific, task-type terms.

The DIAGNOSIS column is our estimate as to why we saw what we did or why it happened. Entries in this column will pinpoint the reasons for the observation.

The CORRECTION column is where we will indicate to the unit leader how he can correct the performance problems that we saw. We will make our feedback valid by referring, whenever possible, to doctrine, soldiers manuals, how-to-fight manuals, etc.

Completing the Written Performance Summary

Let's review the steps we will use for each mission in filling out the written performance summaries. Our overall procedure will be to: reconstruct the mission as it happened, discuss problems observed in unit performance, diagnose why the problem was there, and give them an idea as to how to correct it.

For each mission I will start by reviewing the general situation, special situation, etc., that was given in the operations order. Mission planning is a task, and we will list it in the EVENT column of the written performance summary. Second, I will give you my impressions and observations of Bn and company Cdr mission planning, what kind of job they did, and where I thought they had problems. Third, I will ask you for your impressions and observations about company and platoon planning. Here, we will be looking for and talking about things that may or may not have been done in planning that effected the outcome of the mission later on. Fourth, as we discuss what each of us observed in the mission planning, we will list who we observed and what we saw and, if possible, why. Certainly we will be able to list how to correct it, since mission planning is covered extensively in our soldiers manuals and how-to-fight manuals.

As we discuss mission planning, look at your notes and your supplemented T&EOs. After we discuss mission planning we will play through the remainder of the mission as closely as possible to the way that it actually happened. If, for example, A Co reaches the LD first we will start the discussion with the C/Es assigned to A Co and its platoons. As we continue replaying the exercise we will not pay as much attention to turns; the events and the actions of the companies and platoons will determine who talks next. As we play through the exercise use your completed expanded T&EOs and your notes. When we discuss the play of the mission our comments should focus on: the situation as you saw it, the situation as you think the unit leader and his men saw it, the actions of the unit leader, actions of the unit, and what was right or wrong with their actions. As we encounter events where you think mistakes were made, or performance was good, then we will stop and make an entry in the written performance summary. [An example of the kind of entry we would have is in the second page of your handout.]

(NOTE: Conduct the following discussion referring to example in Handout 6-1.)

In the EVENT column - We can see that the company and platoons had started the movement, and encountered light OPFOR resistance.

In the UNIT and OBSERVATION column - As the 1st platoon was moving to secure the objective they were spotted early and engaged by the opposing force.

In the DIAGNOSIS column - There are many potential reasons for why a problem exists. A problem that surfaces during mission execution may have been because of a mistake in mission planning. The problem of being spotted early and engaged by the OPFOR may have been because of: poor choice of avenue of approach by the company commander, poor use of terrain by the platoon leader to cover platoon movements, or an individual vehicle violating concealment. During our discussions, we need to remember what we saw, explore each possibility, and decide which reason(s) were most likely, and list it in the DIAGNOSIS column. When making entries in the DIAGNOSIS column, we need to distinguish between simple differences of opinion or approach to tactics, and actions that violate doctrine. Our entries must be restricted to the latter category.

In the CORRECTION column - Any time we make an observation of a performance problem and a diagnosis, we must state how that problem can be corrected. Company commanders, platoon and squad leaders must be given feedback they can use. Therefore, as in the example, we will list the references (FMs, TCs, etc.) and any other information that we have from our experience, that can help the unit leader correct the training deficiencies.

We will complete the written performance summaries by reconstructing the mission and making entries in the EVENT, UNIT, OBSERVATION, and DIAGNOSIS columns. When we finish going through all missions as a group, we will break into subgroups of C/Es assigned to each company and its platoons, refer to the soldiers manuals, FMs and TMs, and list the pages at the references in the CORRECTIONS column.

CONCLUDING STATEMENT

When you finish the CORRECTION column, you will have prepared the written performance summary for the unit, prepared yourselves for the post-exercise critique, and given me the information I need to make judgments about the battalion's performance overall. If we have done our jobs well to this point, the information we give to the unit leaders should be just what they need to design their next training cycle.

WRITTEN PERFORMANCE SUMMARY

Unit: _____

Mission: _____

C/E: _____

EVENT	UNIT	OBSERVATION	DIAGNOSIS	CORRECTION
<i>What</i> was happening? <i>Where</i> was it happening? <i>When</i> was it happening?	<i>Who?</i>	<i>What</i> did you see? <i>What</i> was wrong?	<i>Why</i> did the problem happen?	<i>How</i> can the leader train to correct? <i>Where</i> is the answer located?

WRITTEN PERFORMANCE SUMMARY

Unit: 1st Platoon, A Co, 1/44 Inf

Mission: Movement to Contact

C/E:

EVENT	UNIT	OBSERVATION	DIAGNOSIS	CORRECTION
Co begin movement to objective walnut.	A Co		Co Cdr-OK	
Encounter light OPFOR resistance.	1st Plt	OPFOR in vicinity of objective walnut, destroyed bounding element, 1st Plt vehicles spotted very early in bound.	1st Plt—Choose wrong terrain for bounding element, was not enough concealment.	FM 7-7, p. 3-8, 3-20, 3-21.